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COLLEGE AND UNIVERSITY

THE JOURNAL *of the* American
Association *of* Collegiate Registrars
and Admissions Officers



JANUARY, 1950

VOLUME TWENTY-FIVE

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*EDITOR'S NOTE: The present articles by Paul B. Foreman, Dexter M. Keezer, Malcolm A. Love, and Laurence H. Snyder were presented at a notable Conference of Deans of Arts and Sciences held at Oklahoma A. and M. College last August under the leadership of Dean Schiller Scroggs of Oklahoma A. and M.

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Washington and Lee University

WASHINGTON AND LEE UNIVERSITY, whose bicentennial celebration of last spring was another entry in the colorful history of the Lexington, Virginia, institution's first two centuries, this term opened its ivy-bracketed doors upon a third century of service to the South and the nation.

Into its program of anniversary celebration were woven the University's own interesting historic associations, a history of 200 years of independence and freedom from state or sectarian influence or control.

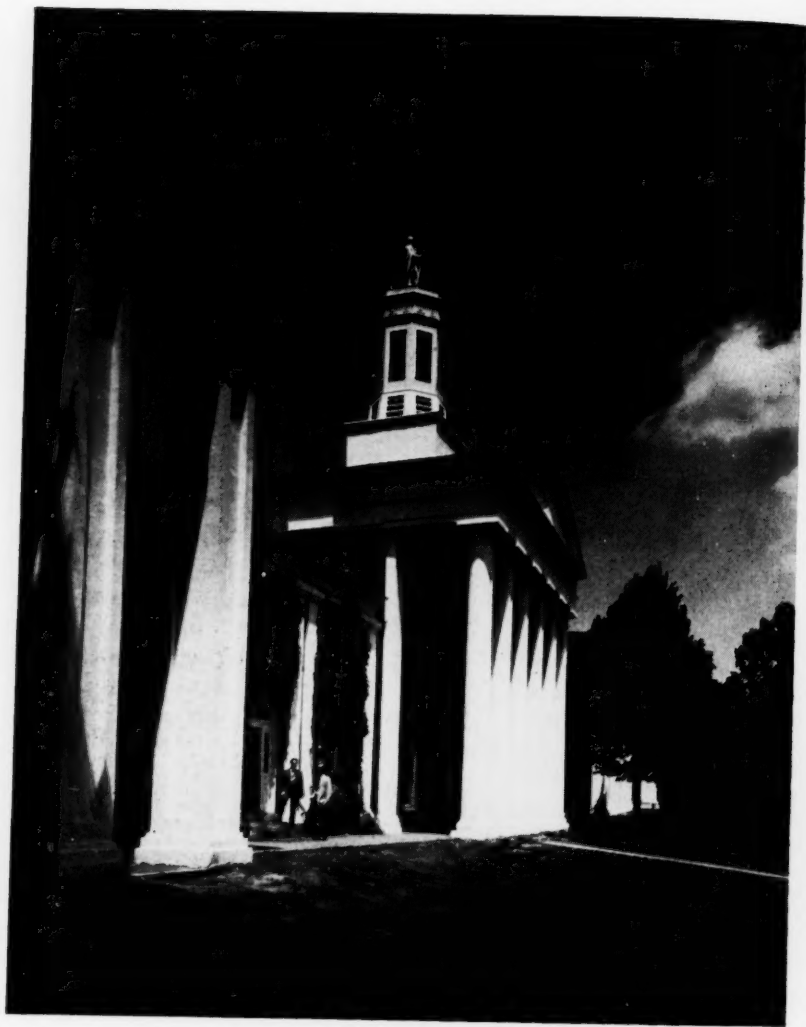
Dominant in the school's completely colonial architecture are its Roman Doric columns set upon battered bases that form the white colonnades in the accompanying photograph. The picture shows Washington Hall, central unit of the ancient Washington College group of buildings, oldest on the campus.

Riding high and surveying the whole premises from atop the cupola of Washington Hall is "Old George," a hand-carved wooden statue of the University's first great benefactor, George Washington. It was Washington's gift of \$50,000 in canal company securities that kept the tiny "seminary in the upper country" alive immediately after the Revolutionary War. In appreciation, the school's trustees changed the name of the academy from Liberty Hall to Washington College. It had already become, in 1782, the first institution to receive a charter from the Commonwealth of Virginia. (The College of William and Mary had been chartered under the Crown of England.)

The Washington gift, incidentally, has yielded more than \$400,000 income and continues to pay a part of the tuition costs of every one of the 1,250 male students attending the University. It was the first important gift of securities ever made to an American educational institution, and was Washington's only substantial contribution to education.

After the War Between the States, General Robert E. Lee, hero of the Confederacy, turned aside from many offers of great reward to assume the presidency of Washington College in 1865. He remained until his death on the campus, where he is buried, in 1870. During his regime the growth of the college was phenomenal, his name attracting young men from all over the North and South, a cosmopolitanism that has been everlasting.

Following Lee's death, the corporate name of the college became Washington and Lee University.



WASHINGTON AND LEE UNIVERSITY

JANUARY
1950

COLLEGE AND UNIVERSITY

VOLUME 25
NUMBER 2

THE JOURNAL *of the* American
Association of Collegiate Registrars
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The Human Element in College and University Administration

DEXTER MERRIAM KEEZER

SOME YEARS ago I wrote the article in the Encyclopedia of the Social Sciences on business. When I was asked to write that important article it occurred to me to wonder why I had been selected above many who had far more imposing technical qualifications. In the course of writing the article I got my answer. Those with the imposing qualifications had the discretion not to tackle such a vast and amorphous subject. I recall that I finally got underway on my article by remarking that "business is a word which etymologically means the state of being busy and hence can be identified in meaning with whatever there is to be busy about."

Although I have not discussed the matter with Dean Scroggs, I am confident that the same temerity which prompted me to tackle an encyclopedia article on business accounts in large measure for my chairmanship of the conference. Those with far more imposing technical qualifications than I had the discretion not to tackle a subject so vast as "The Human Element in College and University Administration."

Nonetheless, I am glad to have this assignment. We all know implicitly that the human element plays a major and often a controlling part in college and university administration. It is, I am sure, a con-

structive operation to examine this human element quite explicitly, and hence perhaps ultimately devise ways and means of making it contribute more consistently to the main purpose of the college and university to sharpen minds and broaden the range of human knowledge.

In embarking upon such a course, however, we proceed under the difficulties encountered by pioneers. We have the benefit of very little organized thinking on our theme. We have very little strictly relevant literature of good quality. I would not be prepared to make this observation on the paucity of good literature strictly on my own responsibility. I have found the literature on administration generally so forbidding that I have not had the heart and strength to wade through a lot of it. However, when I accepted the chairmanship of this conference I felt a special responsibility for bibliography so I sought the aid of those pre-eminently equipped to give me assistance, including fellow members of the Advisory Panel for Research in Human Relations of the Office of Naval Research, almost all of whom are academic authorities in human relations. They consistently remarked that it was a great idea to have a conference of this sort, but that they could refer us to no particularly useful writing on our subject.

To be sure we have a little good published material available. I think that perhaps the best thing of a scholarly nature I have read which bears rather consistently on our subject is Logan Wilson's treatise on "The Academic Man." In that treatise, you will recall, he notes the "lack of investigation that professors have made of their own occupational culture." In his volume dedicated to the proposition that "Scientists are Human," D. L. Watson conducts a study of a considerable segment of this culture, and concludes that "science—far from being the work of an abstract automaton, or unemotional mechanism—is inextricably intertwined with the paradoxes and tragic imperfections of human nature."

Parts of much broader studies also throw light directly on our subject. For example, in his discussion of "The Mind in the Making," which I still find good reading, James Harvey Robinson observed that "a history of philosophy and theology could be written in terms of grouches, wounded pride, and aversions, and it would be far more instructive than the usual treatments of these themes." He adds cheerfully that "sometimes, under Providence, the lowly impulse of resent-

ment leads to great achievements. Milton wrote his treatise on divorce as a result of his troubles with his seventeen-year-old wife, and when he was accused of being the leading spirit in a new sect, the Divorcers, he wrote his noble *Areopagitica* to prove his right to say what he thought fit, and incidentally to establish the advantage of a free press in the promotion of Truth."

Instances where human impulses of generosity, loyalty and courage have also played decisive parts in scholarly and educational achievements are also, of course, scattered through chronicles dealing with broader general themes.

Also bearing directly on our subject is a considerable volume of literature in the form of novels and plays. I recall that at one time last winter, two, and I am not sure it was not three plays, running in New York were devoted to demonstrating the proposition that college administrators constitute an extremely low form of human life, easily given to venality or worse. I suppose that one reason why the stage so consistently presents a gross caricature of the academic man is that the material on which to build an authentic portrait is so sparse. Certainly it is possible to read a full array of college and university catalogs and still have no glimmer of the nature of real life in these communities.

However, along with a lot of caricature, there is in the fiction about college and university life some keen insight on the general problem with which we are concerned. In fact, for the discriminating reader I suspect that the novel throws more light on the human element in college and university administration than the available range of scholarly literature. On that account, I prevailed upon my wife to prepare a brief bibliography of recent fiction on our subject which I shall make available to you. (See appendix A.)

In fields of administration other than that of the college and university there is a large and rapidly expanding literature on the human relations involved. Particularly in the field of labor relations great stress is currently being placed on the human element. Much of this literature seems to me relevant to our inquiry. But I suggest that one of our key problems is to use the proper discrimination in transferring experience with the human element in other fields of administration to college or university administration. The social and hierarchical structure of business and industry is something quite different than that of the college or university. For example, college

and university convention, as I have observed it, virtually demands that the professor scorn the administrator as one engaged in an inferior form of endeavor, and one probably well adapted to it intellectually, too. In business and industry the scorning of the administrator is at least of a different and considerably less explicit character. The human relations involved in the two situations are tempered accordingly.

In my reading about human relations in industry in preparation for our conference, I came upon the proposition that workers and supervisors who play together work together better as a result. The proposition appeared to be documented by relevant experience, and so far as I know may have general validity in industry. Some of the most knowledgeable college administrators I have known, however, have told me that one of the surest ways for a college president to get himself into administrative troubles is to have extensive social traffic with members of his faculty. They have insisted that social isolation from the faculty is by all odds the safest policy for the college administrator. Though my personal experience would suggest that it is not fanciful, I am not in a position to underwrite the general validity of this proposition. However, the very fact that it is advanced by some successful college administrators illustrates the danger of a wholesale transfer of experience in human relations in other administrative fields to the college and university.

Finally, of course, there is a vast literature about human relations in general, much of which has relevance to our field of special interest. Here, too, we have the problem of not too freely transferring the experience reported to the peculiar institutional framework provided by the college and university. That framework gives the human relations involved a special coloration.

In view of the tenuous character of the literature on our subject, I suggest that one of the most useful things we can do for each other is to exchange knowledge of relatively rare and often strangely isolated fragments of writing which throw clear light on the human element in college and university administration. In the present undeveloped state of our subject clear light is quite as likely to be provided by a bit of poetry as it is by what purports to be a scholarly treatise. In fact I have one rather discerning friend who assures me that the minor poets of almost any country get at the true inwardness of things considerably more surely than opinion pollsters or,

perhaps I should add, economists. It also occurs to me that in their autobiographies wise old educators are apt to disclose flashes of brilliant insight into the matters with which we are concerned.

Since we must start virtually from scratch in building a set of reliable generalizations about the human element in college and university administration, I presume our best procedure is to begin by swapping experience on what amounts essentially to an anecdotal basis. In that way we will give each other ideas and conceptions which might over the years play a useful part in throwing reliable light on our subject. In any event, I hope that no one is looking for iron-clad conclusions. To do so would be most unjust both to the undeveloped state of our subject and its extreme complexity.

In this undeveloped state I am inclined to doubt that anything is to be gained by attempting a sharp delimitation of our field of inquiry. It occurs to me that by following such a course we might inadvertently rule out what would prove some of our most fruitful lines of study.

It also occurs to me, I confess, that defining the human element or human nature with any degree of precision is an extremely formidable task. In the *Encyclopedia of Social Sciences*, to which I have already made reference, no less an authority than John Dewey seeks to pin down the true nature of human nature. Upon concluding his treatment of the subject, it was my impression that human nature remained a relatively elusive concept, spinning rather freely between nature and nurture.

In my thinking about the human element in college and university administration I tend to make a distinction between the intellectual processes involved and that range of activity which springs from the fact that these processes are carried on by human beings with the hopes and fears, loves and hates, and other attitudes and impulses stimulated in their kind by the particular culture now prevailing. I confess, however, that I do not know precisely where the intellectual processes leave off and the emotional, biological and other processes begin.

In this connection I am reminded of the reply to a question I addressed to a wise man about the administrative competence of a widely known university president. My wise friend told me that he found the university president to be an able executive, but one

whom, on the whole, his faculty hated with a fine passion. My friend offered his explanation of this seemingly contradictory state of affairs in the form of an anecdote.

Meeting a professor who was the chairman of a faculty committee as he emerged from the president's office, he observed that the professor was in a boiling rage. Asked what was the matter, the professor explained that he had made an appointment with the president months ahead to report a recommendation on which his committee had worked for a long time, and to give the reasons supporting this recommendation. The president, it seemed, had asked for the recommendation and then promptly concluded the interview by approving it. "Well, what are you mad about?" my friend asked. "He did just what you wanted done, didn't he?" "Yes," replied the enraged professor, "but he never gave me a chance to tell him the reasons why it should be done!" There is an intellectual element of sorts involved here. But there is also a very human element. How to unscramble them I do not know.

Likewise, I do not know how to separate neatly those manifestations of human behavior which are in the nature of racial heritage and those manifestations which are responses to a particular institutional environment. I have a friend who is firmly convinced that if the person with the finest mind extant were locked in a room with a radio showering upon him its customary output and allowed to hear nothing else it would not be long before he would become a gibbering idiot. The experiment, I confess, seems to me too dangerous to try, but the mere formulation of it suggests something of the influence of our environment both on our intellectual processes and our behavior generally.

The point is, of course, that the so-called human element does not express itself in isolation or a vacuum. How any given human being behaves in any situation is the expression of a tremendous complex of biological and institutional forces, among others, most of which remain to be fully described, let alone fully analyzed.

We may take, for example, the urge to economic security about which there is so much discussion these days. For all I know, a part of that urge is of an innate character. I recall spending some time with Johns Hopkins University researchers who showed me how babies only hours old made moves for their security and self-protection; and I assume procedure of this sort started even in the womb.

However, the urge to security has also been greatly stimulated by the conspicuous lack of it for many people in recent times. How the proportions of nature and nurture are mixed in this and countless cases of the same general type I do not know.

When it comes to human behavior in the administration of the American college and university, schools of many sizes and shapes are involved. But again I do not think much will be gained by trying to work out meticulous definitions. Both the college and university, as I understand it, have as their primary role development of the capacity to think straight. In the process they are expected to enlarge knowledge of the workings of the cosmos and all its animate and inanimate inhabitants. In addition, the college as I observe it in action, typically assumes responsibilities for the development of good citizenship which are not typically assumed by the university. Either explicitly or implicitly the college generally seems to undertake to help make its students honest and socially responsible members of a community which is and aspires to remain relatively democratic, both politically and economically. Within the limits of my observation, it is in the efforts to attain these collegiate goals in the field of citizenship that the human element plays some of its most important roles. That is why I am at some pains to note particularly the existence of these collegiate goals of good citizenship which, in the minds of some students of the field, are quite extraneous to the main business of higher education which is to enlarge knowledge and sharpen minds.

This point is made by Thorstein Veblen in his violently provocative (and to my mind sometimes violently misguided) treatise on "The Higher Learning in America," where he observes that, "Doubtless the larger and more serious responsibility in the educational system belongs not to the university but to the lower and professional schools. Citizenship is a larger and more substantial category than scholarship; and the furtherance of civilized life is a larger and more serious interest than the pursuit of knowledge for its own idle sake. But the proportions which the quest of knowledge is latterly assuming in the scheme of civilized life require that the establishments to which this interest is committed should not be charged with extraneous matters that are themselves of such grave consequence as this training for citizenship and practical affairs. These are too serious a range of duties to be taken care of as a side-issue, by a seminary of

learning, the members of whose faculty, if they are fit for their own special work, are not men of affairs or adepts in worldly wisdom."

It seems to me that in questioning the capacity of the scholar to act as a general mentor in good citizenship Veblen has a point of first-rate importance. It is also a point about which as a college administrator I was extremely obtuse. Much attracted by the seemingly good idea of giving students as much individual faculty attention as possible, I provided a faculty adviser for every student, and in the process recruited a large segment of the faculty for this work. With a shameful slowness I became aware of the fact that a considerable part of my corps of faculty advisers were quite without capacity to manage their own lives successfully, but still I had them advising impressionable students on how to manage their lives. When I came to, I realized that less advice by someone who could reasonably be suspected of capacity to give tolerably good advice would be much better than the intense application of advice by an incompetent adviser. It is my impression that some colleges which worship at the altar of individualized instruction have yet to absorb this rather elemental truth, which also has application to the class room. Good sense coming out of a loudspeaker is, I am sure, more salubrious than the most highly individualized ministration of nonsense.

Regardless, however, of the desirability of separating the pursuit of scholarship and instruction in citizenship, no such separation exists in fact. Both the college and, to a lesser extent, the university are mixed up in both lines of business, with the human element in college and university administration complicated accordingly.

I trust that I have made relatively clear what—in very general—I conceive to be involved in our discussion of the human element in college and university administration. Also I have expressed the view that, in the present undeveloped state of our subject, the best way to proceed is to start swapping relevant experiences. At this point it occurs to me that I might most appropriately step aside and let the discussion get going.

Some point may be served, however, by my indicating in an illustrative way a few of what seem to me significant, or perhaps merely interesting manifestations of the human element in college and university administration. By inference, of course, some of these manifestations have been indicated by the suggestions of group discussion. (See Appendix B.)

You will note that these suggestions are stated in the form of questions. That is out of respect to the fact that we are moving into relatively unexplored territory. We, or perhaps I should speak only for myself, do not pretend to know the answers. They will come only after much and very hard work has been done.

It is altogether possible that the most trenchant questions in our field of inquiry have not been asked, or have been asked clumsily. In that event revise the question or shift to another. Nothing is sacrosanct.

In the questions concerned with administrative relations with students I am sure one of the most important questions was overlooked. It has to do with making a tolerably good fit of the talents of a student and the capacities of his college or university to develop them. One formulation of the general question which is rather feverishly discussed at times is whether too many people are going to college.

My answer to that question, and I think the only answer that does not predicate a rigidly stratified class society of the sort with which I want no traffic, is "No." And the force of the negative seems to me to be strengthened by the imposing numbers of intellectually talented young people who get no chance to go to college.

If, however, the question is, "Do too many people go to the wrong kind of college?" I think the answer must be a resounding "Yes." In my observation we have throngs of students who could gain much by work in a college of applied arts and sciences wasting their time and that of their teachers in roaming through the verbal mazes characteristic (I personally think much too characteristic) of the conventional liberal arts college.

If their fees were helping to maintain the staff of the liberal arts college in appropriate ease and comfort, there might be at least that constructive element in the situation. But more often they are merely serving to prolong a general misery. One root aspect of the problem, lying squarely in our field of inquiry, arises from the quite general failure to act on the clear knowledge that prospective college students have talents which are not only vastly different in degree but also in kind, and then temper their colleges and college courses to this fact.

From a somewhat different point of view, this same point is made by Provost Coleman R. Griffith of the University of Illinois in a recent discussion of "The Changing Structure of Higher Education."

He remarks that, "The main sources of data about human nature, then, have stressed only one kind of utility, namely, the ability of the intellect—the ability to do academic kinds of learning and thinking. But there are other kinds of ability: artistic, social, administrative, mechanical, literary, practical—in general, the nonverbal forms of ability. All these abilities are caught up in the general problem of effective human adjustment, which is the central theme of mental hygiene. The academic types of educational institutions have never taken this fact seriously, and they have uniformly frowned on schools that did take it seriously. The result is that the standards for the entire university have been set by the academic group.

"It is this fact which is the main source of conflict in all questions that require interdivisional action, as, for example, in a university governing body, most of whose voting members are also members of the teaching faculty of the graduate school."

I have already noted what must be one of our key concerns. That is to avoid making a too direct and uncritical application of experience with the human element in other fields of administration to the peculiar institutional setting provided by the college and university. Now I want to revert to that point in a more serious vein by reference to what is a major point of reference for us—the compensation received by college and university teachers.

If we are to be guided by the results of a large body of investigation of human relations in industry, too much emphasis has been put on what is in the pay envelope. The compensation provided by prestige, good fellowship, a feeling of being appreciated, etc., has been underestimated. In reviewing developments in the area of personnel, labor and human relations, F. J. Roethlisberger, Professor of Human Relations of Harvard Business School recently remarked that "the greatest change in the past 25 years has occurred in our ways of thinking about what motivates people to work," with this change in the direction of giving greater weight to social and personal, as opposed to economic, motives.

As I see it, however, a direct transfer of some of the key implications of this general conclusion to the college and university setting could be quite misleading. For in the college and university, it seems to me, not too much but too little emphasis has been put on the pay envelope, with too much emphasis on such elements as the nice

people you meet and the fine vacations you (don't) get in the academic world.

In a few months the National Bureau of Economic Research will publish the results of its study of employment and compensation in education. Then for the first time, so far as I know, we shall have what I would expect to be a thorough job of comparison of academic salaries with those for other professional work, embodying careful adjustment for differences in working schedules and conditions and incidental benefits and drawbacks. In the meantime, I take it that a moderately accurate reflection of the relative position of the academic worker is presented by the following observation in a book on "Faculty Personnel Policy in Higher Education," by Lloyd S. Woodburne which will also make an important addition to knowledge in its field when it appears this fall. In his volume, which reports a study of personnel policies in 46 colleges and universities, Mr. Woodburne says:

"If it is assumed that teachers should receive an income somewhere between the coal or milk delivery men and able doctors or lawyers, we would have a range from \$5,000 to \$20,000 a year. Somewhere between these limits, then, the professor should find his economic class. It is doubtful whether he should receive as much as the successful professional man, mainly because he does not take their economic risk. A conservative estimate would locate teachers halfway between the salary limits suggested. It is significant to note that the salaries in effect at all forty-six institutions would place only a score of teachers in the entire country in this economic position. For the salaries paid to college and university staff members, under this speculative proposal, would begin at \$5,000 for instructors instead of \$3,000 and would permit salaries up to \$16,000-\$17,000 instead of \$8,000-\$10,000 for the most distinguished professors."

This inadequacy of professional pay envelopes, I am sure, is a root cause of the rather supercilious attitude of professors toward academic administrators to which I made reference earlier. As a rule the administrators are enough better paid relatively to bring forth such a defensive reaction of contempt toward them as at least starting to edge over toward the flesh pots.

The relatively unfavorable economic status of the professional group also makes a major contribution, I am sure, to that notably

uneasy companionship of the academic community in the United States and the general community. Here I find a mutual touchiness which gives the academic administrator some of his greatest problems as well as some of his greatest opportunities in the field of human relations.

I am well aware that the absence of anything like a comfortable rapport between the academic community and the general community has many other than economic roots. Part of the friction which manifests itself in the business field where I now work arises from the fact that the business executive is, in the nature of his calling, continuously engaged in making decisions and acting on them. The academic man is much more privileged to reflect and raise interesting questions instead of answering them. Without strenuous effort at mutual understanding, of which I find relatively little, this contrast does not make for congeniality.

Regardless of its causes the fact remains that, generally speaking, the college or university and the community at large have not worked out a satisfactory or even a tolerably good *modus vivendi*. There is mutual distrust and uneasiness.

It is this mutual distrust and uneasiness, I am sure, which lies at the root of much of the current agitation which is variously known as witch hunting, or running the Reds out of colleges and universities, depending on the point of view. A professor who is established to be a Communist or is widely advertised as one is, I am sure, one of the more innocuous elements in a college teaching staff. As an effective partisan for his cause he is in the same weak position as a baseball pitcher whose curves are being signalled to the opposing batters in advance of each pitch. Then why all the excitement about Reds and other radicals in our colleges and universities? It is in large part, I submit, an expression of the general community uneasiness about what goes forward in the colleges and universities. At the same time the teachers in these institutions, by and large, tend to take a dim view of their larger community environment. The attitudes of almost any recent graduating class bear eloquent testimony on this point.

In the meantime, there is occasion as there has never been before for the college and the community generally to pull together. John Gardner, Vice President of the Carnegie Corporation of New York, makes one part of the point sharply in an unpublished manuscript

which develops more effectively than I have the general argument I have been advancing. "The dominant groups in our society," he remarks, "distrust the brain workers, and have lost communication with them. Yet because they themselves have fostered and expanded the brain worker's role in society, they cannot escape dealing with him. He provides the scientific knowledge which wins their wars, he provides the technological gains which undergird their industrial society, he writes the books which they read, and he is charged with passing on to their children an understanding of, love for, and allegiance to their way of life. That is the dilemma and source of anxiety." Likewise, of course, the brainworker in the university and elsewhere is dependent upon the larger community for satisfactory survival.

I took off on this rather extensive flight into the relations between the college and the general community from some remarks about the inadequacy of academic salaries. This inadequacy, I am sure, complicates these relationships. It is peculiarly in the national interest to eliminate it. But it is only one of an imposing array of complications in the human relations between town and gown. By unravelling some of them, as a necessary prelude to effective steps to eliminate them, you can make a contribution to the public welfare in what I am sure is an extremely critical area.

In these preliminary remarks I have not even made a substantial contact with the surface of our vast, and vastly engaging subject. Its breadth is suggested by the responses I received to a question which, in anticipation of our meeting, I addressed to a group of friends who could be presumed to be extraordinarily conversant with the human element in college and university administration. The question was, "When you think of the human element in college and university administration what first comes to mind?"

One wrote of a "very able, efficient but authoritarian university president who insisted over many years on making all final decisions by himself." The result was that his staff developed no administrative competence, with all the evil results flowing from that failure. Another wrote of the establishment of a new department in a great university to avoid having the head of the existing department completely overtaken and overshadowed by a more competent and industrious colleague. One of my respondents said his mind turned to the fact that courses are always added to college curricula, almost

never removed—a phenomenon which, I take it, has its human aspects. Still another wrote that, for some strange reason, his mind turned to faculty teas, and another mentioned “the tremendous pressures on the universities to ‘play safe’ at the present time.” Another noted glumly that professors who are rigidly scientific in their fields of professional study rarely tell the truth in writing letters of recommendation about their students. One said, “The most human instrumentality I know is that rather inhuman instrumentality, the grading system.”

In preparation for this meeting I also reflected extensively on what I might cite to this group as the most useful single lesson I had learned about the human element in some years of strenuous wrestling with it in college administration. I did not reach a firm conclusion but I arrived at the suspicion that this lesson is that the human element in college and university administration is far more refractory than the institutional element. The moral of this proposition would be that, given only so much strength, there is a better chance to affect the course of a college by concentrating on modification of the institutional machinery than by exhorting the staff to behave in new and perhaps better ways. Since it commonly costs money to change institutional arrangements, and colleges and universities are usually poor, there is a great temptation to resort to exhortation as a primary instrument for change. I succumbed to this temptation. If you were to profit by my advice to concentrate on the institutional arrangements I am sure that I would have justified my existence here.

Because colleges generally are poor and college administrators usually have a broad streak of idealism in them, there is a strong tendency on their part to stint themselves on assistance. That, within the limits of my observation, is another great mistake. Get yourselves enough help to enable you to have some time to think, even at the expense of mortgaging the buildings to do so. Both you and your college will be the gainers in the not very long run.

For the considerable number of college and university administrators who drop into my office to exchange experiences and ideas that is the first and perhaps the most important piece of advice I have to offer about the human element in college and university administration.

In introducing our discussion I have stayed quite close to the earth. I hope that you will not conclude from this that I regard the

human element in college and university administration as remote from and detached from the sublime. On the contrary, I am sure that the degree of success in handling the human element plays a controlling part in progress, or lack of it, in fulfilling the noblest purposes of higher education. I find, however, that the verbal obeisance to these ideals is, on the whole, quite abundantly cared for. At the same time one rarely has an invitation to direct attention to the human element in college and university administration. Hence, I decided to try and make hay while the sun of a most constructively conceived conference shines. I count on you to match the inspiration of this conception by the discussion to which I hope I have given a useful introduction.

APPENDIX A

This is a list of novels about college and school life (including in some cases something about "The Human Element in College and University Administration").

NOTE: The comments on the various novels simply represent a brief summary of opinions expressed about them in reviews.

1948

The Golden Net Ruby Virginia Redinger Crown

This novel is written by a person who obviously has experienced academic life for it is written with a convincing touch. It concerns a young woman instructor in a mid-western college. The picture of faculty life is well done and the story is interesting.

Miss Pym Disposes Elizabeth Mackintosh Macmillan

This is a murder mystery with an English school background. The characterization is good and the story is well worked out. The picture the author presents of the faculty is amusing, although most of them are on the eccentric side.

The Professor's Umbrella Mary Jane Ward Random House

The theme of this rather truculent novel is that of the "gentlemen's agreement" in a setting of a mid-western college and the town it is situated in. The special axe the author has to grind rather detracts from the novel as a whole.

Ten O'Clock Scholar

Marjorie Rose Holmes

Lippincott

This is the story of the rise of a brilliant young man from superintendent of a rural school to being the head of a large city school system. The real point of the novel is the necessary compromise between youthful idealism and actual realism involved in such a rise. The picture of our public school system as presented here is depressing.

1947

Of This Day's Journey

Constance Beresford-Howe

Dodd

This novel is the story of a young woman instructor of English who rebels against many of the restrictions of college life and then falls in love with the President of the college and learns thereby the other side of the picture of academic life. It is a well done novel written from an adult point of view.

The Other Room

Mrs. Worth Tuttle Heddon

Crown

An earnest attempt to state the problems of negro education and white discrimination in a southern negro college. A young woman of a prominent Virginia family takes a job in a southern college and finds after she arrives that it is a negro institution. The story is of her gradual overcoming of her racial prejudice. Interesting, even if not very well done.

1946

We Happy Few

Helen Huntington Howe

Simon & Schuster

An interesting and well done novel about a small group of Harvard professors and their wives, who consider themselves liberal and enlightened far beyond the lot of common men. Fine sharp satire, and not so far fetched that it doesn't hit home among faculty people.

1945

Voyage of Discovery

Barbara Corrigan

Scribner

A good first novel about an intelligent girl's four years at a western university. The story shows a very unpleasant side of sorority life and its impact on the sensibilities of a fine young person.

Youth is the Time

Robert Gessner

Scribner

This realistic novel concerns the experiences of a young Harvard man who is an instructor in a New York city college. It rather spoofingly points

up the general aridity of college professors and of booklearning in general, but also presents a true picture of life on a metropolitan campus.

The Ivy Years Earl Schenk Miers Rutgers University Press

An autobiographical account of four undergraduate years at Rutgers, realistically done but also pleasant and informative.

My Love is Young Peryl Wade Parsons Macrae Smith Co.

A light novel about the love story of a beautiful society girl and a college instructor in music.

The Heart has April Too Gladys Taber Macrae Smith Co.

Another light novel of the undergraduate years of a Wisconsin girl and her love story. Pleasant.

1944

Cauliflower Heart Marian Mira Champagne Dial Press

This realistic novel presents a cross section of life in a Smith dormitory in the '30s. It is an interesting and accurate picture of college life.

Swing the Big Eyed Rabbit John P. McCoy Dutton

A story of one year in a southern mountain mission college, under a sadistic fundamentalist preacher president. It follows the pattern of sex and folk lore set by the Faulkner school of writers, but also contains vivid descriptions of the countryside and the people.

1943

Barefoot Boy With Cheek Max Schulman Doubleday

This novel presents a completely burlesqued and ribald picture of American college life, written at the undergraduate level of wit.

But That Was Yesterday Jane Pat Wetherell Dutton

The wife of a college instructor, set off by the reappearance of an old beau, reviews her own college years. The picture of sorority life is an unfavorable one. The three central characters are well and interestingly done.

1942

Last Semester Phyllis Crawford Holt

A bright, amusing and convincing story of college life in the South, in which the heroine in her last semester realizes that her scholastic achieve-

ments are negligible and her parents' sacrifices large, so she sets about pulling herself together.

1941

Consider the Daisies Gertrude Carrick Lippincott

This is an honest and understanding picture of undergraduate life at Vassar, well written and acutely observed.

So Dream All Night Kenneth Payson Kempton Putnam

This excellent novel concerns the struggle of a young instructor at Harvard to make ends meet for his family on inadequate funds. He gradually compromises and surrenders his youthful ideals and enthusiasm to the realities of college administration.

Fire and Ice Wallace Stegner Duell

The story of a poverty stricken student working his way through college who joins the Communist party, falls in love with a wealthy girl and learns the real nature of his hatreds. Intelligently done.

1940

Take the Lightning Nancy Wilson Ross Harcourt

A skillful recreation of faculty life, containing an excellent picture of a "pink" professor, honestly and acutely done. It is a psychological novel but includes entertaining accounts of faculty squabbles. The setting is a northwestern university.

Geese in the Forum Lawrence Edward Walkin Knopf

This novel amusingly presents faculty life in a small Southern college town. It is a well done and believable picture, humorous and lively, and captures the atmosphere of the campus excellently.

APPENDIX B

*The Human Element in College and University Administration
in Relations with Students (First Day)*

1. The business community complains quite generally that colleges and universities are excessively occupied with security as an occupational objective. Is this a new development in human nature

or something external to it? What, if anything, can and should be done about it by the colleges?

2. What accommodation should the college make the intellectually promising but socially maladjusted student? Has a psychiatrist any proper place on a college or university counseling staff? Or should students requiring the ministrations of psychiatrists be sent to institutions specially equipped to handle them?

3. In the light of the human characteristics of both students and faculty members can a student educational policies committee reasonably be expected to be successful?

4. What, in terms of economic, social and racial backgrounds (and hence in considerable degree human nature) is the ideal college or university student body? What institutional barriers stand in the way of attaining it?

5. Can the college or university do much of anything effective in character building among students? If so, should it make it a more strenuously pursued part of its business than it is at present?

6. What limits, if any, does the fact that most students are also not thoroughly mature young animals place upon a sensible scheme of student self-government?

In Relations with Faculty (Second Day)

1. How can the safeguarding of academic freedom be more effectively disassociated from the protection of incompetence?

2. If it is true that "self-protection is the first principle of organized groups" what is the proper role of faculty committees in (1) making new appointments, (2) curriculum development?

3. Should greater prestige attach to the college and university teacher, as opposed to the writer and researcher, than now does; and, if so, are there effective instrumentalities which can be used to secure this result?

4. What inducements can and should be provided to assure a proportion of broadly enlightened faculty members sufficient to assure a well and safely balanced college or university community?

5. Should faculty members generally be entrusted with individual student counselling? If not, on what basis, if any, should faculty members be selected for this work?

6. What new incentives can be developed to perk up the faculty member who has slipped into a deep and unproductive rut?

7. In the interests of democracy, should faculty members be fully acquainted with the financial operations of the college or university, including the salaries of all members of the staff? Or does this put an unsupportable pressure on the fragilities of human nature involved?

8. If it is desirable that the college or university faculty member feel more at home in the world at large, how can this development be effectively stimulated?

In Relations with the Community at Large (Third Day)

1. To what extent does the peculiar social structure of the college or university vitiate the applicability of the increasing knowledge of human nature which is being acquired by studies of behavior in industry, government, etc.?

2. Is the effort to ferret Communists out of focal spots in the community turning into a "witch hunt," in fact?, in the minds of college faculties? If so, what remedial steps, if any, are available to college administrators?

3. Is there any danger of having administrators become stuffed shirts? If so, are there ways of reducing the danger?

4. How can the college administrator increase the occupancy of what tends to be the no-man's land he occupies between much of the main core of the college or university (teachers and students) and the general community?

5. What salary scale (in terms of minimums, averages, and differentials) is best calculated to bring out the best performance by a college staff, so far as salaries can do it?

6. Are there any personal traits which consistently characterize good administrators? Is there any way to discover them in advance of an administrative workout?

The Structure and Functioning of Personality

LAURENCE H. SNYDER

IT SEEMS to be clear at the outset that there are two approaches to the study of personality, and that the approach will be somewhat biased by the training of the investigator. Some psychologists and psychiatrists, and most neurologists, physiologists and geneticists, will be primarily impressed with inner mechanisms and their biological antecedents. They will see as the foundation stones of personality such biological mechanisms as reflexes, habit patterns, muscle tensions, hormone supplies, metabolic activity, instincts, impulses, urges, drives, complexes and motives.

Other psychologists and psychiatrists, and most sociologists and cultural anthropologists, will be impressed rather with the social environment and its cultural antecedents. These investigators are likely to see as the foundation stones of personality such social mechanisms as group codes, social standards, family adjustments, living conditions, economic standards, culture patterns, customs, mores, superstitions and other manifestations of social traditions.

It is obvious that the biological sciences will help us to understand the expression of biological needs, while the social sciences will enable us to interpret racial and group differences in culture patterns. Thus biology, medicine, genetics, psychology, sociology and education are all involved in the complete study of behavior problems, and in the development of predictions and expedients which will lead to the control of behavior and the understanding of personality.

To ask which is more important in the development of personality, biological mechanisms or social mechanisms, is just another version of the old and now-known-to-be-nonsensical question, "which is more important, heredity or environment?" In his book, "The New Background of Science," Sir James Jeans made the statement that it is frequently easier to get some sort of an answer from nature to a nonsensical question than it is to ask a sensible question to begin with.

As long as the heredity-environment controversy was approached from this point of view, the answers obtained from nature were inconsistent and ambiguous. When, however, the question was re-framed and asked in a new way, the answers became sensible and understandable. We now ask the question, "How much of the variation in this specific trait (e.g. schizophrenia, honesty, or tolerance) is due to the differences in the genetic make-up of the individuals concerned, and how much is due to differences in the environments to which they have become exposed?"

Ordinarily it turns out that part of the variation is attributable to genetic differences and part to environmental differences. We are coming to realize that every trait is the co-operative result of hereditary and environmental influences. True, variations in one of these influences outweigh variations in the other in some traits, while the reverse is true in other traits, but no characteristic can be determined exclusively by one or the other. It is an urgent necessity to evaluate the relative contributions of biologic and social influences in each of the important facets of personality, in specific populations and under specific environmental situations.

Let me illustrate my point with a simple example. Many variations are known in domestic rabbits. One of these variations is in the color of the layer of fat which all rabbits have under the skin. In some rabbits this is white, while in others it is yellow (a serious carcass defect from the standpoint of man, though not from the standpoint of the rabbit).

If we cross a rabbit with white fat with one with yellow fat, the offspring all have white fat. Crossing these together results in a second generation having three rabbits with white fat to every one with yellow fat. Obviously fat color is dependent upon a single pair of genes, the factor for white fat being dominant. We can breed rabbits to be of either fat color as we may desire.

Moreover, we know how these genes act. The dominant factor results in the production of an enzyme which breaks down the yellow flavone xanthophyll which is ingested with green food, and stores it in the liver. The recessive factor fails to result in this enzyme; the xanthophyll is not degraded and stored in the liver, but is carried by the circulation to the peripheral layers of fat and stored there.

However, all this happens only if we provide our rabbits with green food. If, instead of feeding them mash and cabbage, let us

say, we feed them mash and potatoes, there is no xanthophyll ingested, and, of course, no yellow fat.

	<i>green food</i>	<i>non-green food</i>
W—	white	white
w w	yellow	white

Thus the difference between white and yellow fat may be a genetic difference if the environment is held constant (green food), or an environmental difference if the genotype is held constant (w w). Note that we are not distinguishing between a case where the laws of heredity operate and one where they do not, but merely between a case of constant environment and variable heredity, and one of variable environment and constant heredity.

In a mixed genetic population of rabbits, some of which ate green food and some non-green food, the total variation would be a complex mixture of hereditary and environmental influences.

In the example I have given, the trait was a relatively simple one, capable of easy specification; the genetic factors involved were unitary; and the environmental situations were easily and sharply defined. Personality, on the other hand, is a complex trait, not easy of specification; the possible genetic bases are certainly not simple; and the environmental situations which may be involved in its development are diverse and complicated.

There is a sharp contrast between the progress which has been made by psychologists and others in the understanding and control of the non-social or personal skills on the one hand, and personality (or, as it is coming to be called, the social or interpersonal skills) on the other. The variables which underlie the development of personal skills are well understood. Not only psychological laboratories, but educational institutions themselves, have long served as experimental media for developing adequate tests and measurements of personal skills. From such knowledge have come improved methods of instruction and of examination, elaborate job descriptions which define the basic personal skills and abilities prerequisite for success on the job, refined placement procedures by placement bureaus, and remedial training programs.

Up to thirty years ago, however, little or nothing was available as a body of basic knowledge concerning the variables which control the development of the interpersonal skills and knowledge: in

short, personality. In the last thirty years much effort has been made by psychologists to define personality, to construct tests and measurements for it, and to develop methods of controlling and developing those interpersonal or social skills which go to make it up.

Definitions of personality are legion, and vary all the way from superficial or popular to the most subtle, involved psychiatric conceptions. Twenty years ago Burnham made a statement which still has some truth: "What personality is, everybody knows but nobody can tell."

Etymologically, the word is derived from the Latin "per sonare," to speak through a mask; therefore, to play a part. Hence, a person is known only as he reveals himself in speech, action, or other modes of expression.

The psychologist usually looks deeper than the layman's external view, which is apt to be limited to voice, gestures, dress, charm, motor co-ordination, versatility, and so on. Roback has pointed out that these physical qualities become dimmed for the friend of long standing, and the deeper or inner personality begins to stand out. He urges that it is this phase of personality which deserves attention. Nevertheless psychologists recognize the social implications of personality. Allport states that personality may be defined as the individual's characteristic reactions to social stimuli, and the quality of his adaptation to the social features of his environment.

May goes further and insists that an individual's personality is not wholly defined by his responses to others, but also by the responses made by others to him in response to him as a stimulus. It is these responses, according to May, that define most accurately an individual's personality.

Although research on the genetics of personality is meagre, genetic viewpoints have not been entirely left out of definitions. Allport stated twenty years ago that personality is a psychological organization under cultural, physical, bacteriological and hereditary influences. In a very recent book Kluckhohn and Murray recognize the enormous importance of biological events and event patterns in molding the different forms which personalities assume. They also insist that biological inheritance provides the stuff from which personality is fashioned, and, as manifested in the physique at a given time-point, determines trends and sets limits within which variation is constrained.

Different genetic compositions carry with them varying potentialities for learning, for reaction time, for energy level, for frustration tolerance, for growth, activity, menstruation and other biological rhythms, for depression, exaltation and so on. Sex, age, stature, pigmentation, strength, features, and other genetic characteristics play a large part in the determination of personality. But past experiences and present situations, group membership and individual roles, are also extremely important. Kluckhohn and Murray define personality as the continuity of functional forces and forms manifested through sequences of organized governmental or regnant processes in the brain from birth to death.

Tests and measures of personality have long presented unusual difficulties. Thorndike once coined the maxim "Whatever exists at all, exists in some amount." In the beginning of the construction of tests for personality, this maxim was taken too literally. It is probably a correct basis for the measuring of intelligence, which can be described as an accumulation of abilities, so that it is possible to conceive of zero quantity of general intelligence, or of an intellectual trait or process; and, by successive increments of the general trait or some special function to achieve a higher and higher degree, in the sense of "the more the better." But personality cannot be expressed as a point on a scale from very little to very much. Any trait of personality is rather a multi-dimensional thing, and when the amount is inadequate or excessive, the trait ceases to exist and becomes something else. Thus leadership merges into tyranny, dignity into snobbishness at one end and clownishness at the other, self-confidence into bumptiousness, reserve into timidity, and so on. The "value" of personality cannot, therefore, be easily expressed by a numerical concept comparable with I.Q., the index of intelligence.

A second difficulty in measuring personality lies in the relative inconstancy of reaction within any single individual. The man who is angry today may be affable tomorrow. The book thief may never steal anything else. The radical on religion may be conservative in politics. The man who is cautious with his money may be reckless with his time. The boss in the office may be the hen-pecked husband at home.

Also what is a desirable trait at one time or in one society may be an undesirable trait at another time or in a different society. Hartshorne and May go so far as to insist, for example, that there are

no such things as honest or dishonest people, but only honest or dishonest acts.

The Gestalt school of psychology, which holds that a total organization, once established, imposes strict limitations upon the variability of parts within the system, laid the basis for the so-called "type theories" of personality. There have been many of these type theories, each espoused by its inventor as the final solution to the problem. Among the earliest was Jung's theory of the extroversion-introversion dichotomy. It has provoked much research and much debate. Clinically, analyzing behavior in terms of the introvert-extrovert dimension has often proved helpful. However, clear classification into any particular type is difficult, and a normal curve distribution of variations seem definitely indicated.

Personality types related to physical characteristics have been proposed by many investigators, beginning with Kretchmer and culminating in Sheldon's modern theories. Sheldon proposes that physical type is a matter of relationships within the individual of three physical components: endomorphy (massive viscera, undeveloped bone and muscle); mesomorphy (hard, firm, upright, athletic), and ectomorphy (long, slender, poorly muscled, limited visceral development). Parallel to the three physical components he finds three temperamental components: viscerotonia (love of comfort, gluttony, sociability and affection); somatotonia (vigorous self-assertiveness and craving for muscular activity), and cerebrotonia (excessive restraint, inhibition, and shrinking from social contact).

Amazingly high correlations are reported between somatotypes and temperamental components. Endomorphy is correlated with viscerotonia (0.79), mesomorphy with somatotonia (0.82), and ectomorphy with cerebrotonia (0.83).

Sheldon's approach appears to be theoretically sound. The work is promising, but is as yet far from completed.

Other type theories include those of Freud, in which he proposes the oral-erotic type, the anal-erotic type and the genital types.

As Stagner points out, the very multiplicity of type theories belies their general applicability. They have certain values, in that they emphasize the importance of conceiving the personality as a Gestalt. They provide good reference points in comprehending an individual personality. But care must be taken to avoid the common error of classifying everyone into types.

Classically personality has been studied by a number of methods. These include the clinical method, with the interviews, questionnaires, ratings and tests; direct observation of spontaneous play; inventories of growth and development at various age levels; sociological studies of home, companions and recreation; and the psychiatric approach, including psychoanalysis and the case study. Classical past tests include such things as the Pressey X-O Test of Emotions, the Downey Will-Temperament Test, and other pencil and paper tests.

The measurement of single traits in artificial situations is increasingly giving way to methods which take into account the total person in life situations. Projective tests for personality diagnosis are replacing the pencil and paper item-tests of personality traits. Such projective tests present unstructured or incomplete material to the subject, who in his imaginative construction reveals his own motives and mental processes. The specific-item tests which sought to measure single traits in personality by summing self-reports on particulars of behavior were found wanting in validity. On the other hand, the newer projective devices, such as the Rorschach and Thematic Apperception tests, are being successfully used in identifying personalities and in predicting behavior difficulties.

The Rorschach test is the well-known ink blot test, in which a series of blots, each symmetrical, irregular in outline and varied in shading, is presented to the subject. The subject is asked to tell what he sees in the blots: what they make him think of. Each blot is, of course, susceptible to a number of interpretations. Scoring the test requires considerable technical training, but, while the reliability and validity have been under severe fire, it is perhaps the best single item in the field of personality testing today.

The thematic apperception test is somewhat more structural, using photographs and drawings, mostly hazy and somewhat ambiguous. The person taking the test is asked to make up a story for which the picture could be used as an illustration. The stories may serve to indicate dominant concerns in the subject's personal life.

Projective tests are widely used in personal counseling in college and university guidance services, and have been extended, as was done by Dr. Rohrer of the University of Oklahoma and others, to selection of students for specific vocational training such as medicine.

Many recent investigations, notably those of Sherif, Linton and

Gillin, have demonstrated experimentally that the individual personality is, in the main, a mirror of the culture. An individual's activities are a reflection of, and influenced by, the social situations in which they occur. More important, many of the basic variables which control the development of interpersonal skills have been identified and successful methods of teaching these skills have been experimentally demonstrated.

Other recent research, particularly the so-called "Yankee City" studies by Warner and his associates, demonstrates the existence in American institutions and communities of distinctive class and status structures. Each of these has its distinctive standards of acceptable behavior. In moving from one class or status to another these different standards of behavior result in personal conflict. Again the important result of such studies is the discovery that the cultural variables which determine the development of role behaviors acceptable to a given status can be isolated and described.

Rohrer has clearly pointed out that there is an important implication in studies of this sort for higher educational institutions. It is the duty of colleges and universities to learn what the role behaviors are that the students must learn, and to devise methods of teaching them. Researches such as the Yankee City series make it clear that this can be done. However, the works of Linton, Gillin, Sullivan, Kardiner, Fromm, Keldegg, DuBois and others make it clear that there are many different cultures in America, even among such apparently similar institutions as colleges and universities. It follows, therefore, that each college must undertake its own research in order to arrive at procedures for controlling interpersonal skills in its own unique environment. To quote Rohrer, "A good methodology for developing desirable interpersonal skills on the part of students at the University of Maine may be of no value, or indeed a handicap, in attempting to achieve the same outcome at the University of Oklahoma. Such a conclusion strikes directly at one of the most hallowed of all personnel procedures, that of imitating *in toto* the methods of a high prestige organization located in some distant place, and justifying the procedure not in terms of local needs but in terms of the excellence of the program at the distant institution. Procedural imitation as such has no justification in terms of what we now know concerning regional cultural differences."

From the standpoint of the dean, interpersonal skills of the faculty

are just as important as those of students. Here for the first time in this paper I am venturing my own personal opinion. Although Murphy states that statistics indicate that "the variables in the situation contribute more than the factors latent in the individual," I have found that those faculty members who present administrative problems are usually inherently unhappy or dissatisfied. The feeling of being oppressed or exploited derives from within, and alleviation of the immediate situation merely serves to precipitate a crisis at another point. The easy way out is to let the man go elsewhere with your blessing, but the modern development of therapy in regard to interpersonal skills makes it imperative that therapy at least be attempted.

A few years ago a new type of therapy was introduced in psychology. This was client-centered, non-directive therapy, based on the individual's own capacity for self-realization. It was originated by Rogers, who carefully pointed out the limitations of the technique in remedial training procedures. Despite these explicitly stated limitations, however, many counsellors have gone wildly overboard regarding non-directive counselling, and have used it indiscriminately with insufficient backgrounds. Some recent researches, notably those of Shirley and of Rohrer, indicate that at best, it is but one of many useful methods in the development of interpersonal skills.

To sum up the judgment of modern psychologists, I would offer the following statements. First, it would appear to be possible, in the light of modern research, to specify the personality traits (the interpersonal skills) which are necessary in specific situations. Second, it should be possible to isolate the variables controlling the development of interpersonal skills and knowledge. Some progress has already been made in this direction. Third, when the "job descriptions" of inter-personal skills are written, and the variables isolated, it will most certainly be possible to devise effective methods of teaching and developing the requisite skills. Fourth, it is evident that colleges and universities have a large stake in these problems, because of the varied professional and specialized statuses for which they are engaged in training students.

Fifth, partly due to the myth that in America we have a classless society, colleges and universities are, by and large, failing to develop the essential interpersonal skills and knowledges on the part of students which are essential for the occupancy of the higher

statuses to which they aspire. Rohrer goes so far as to state that this failure has resulted in an actual perpetuation of many undesirable and arbitrary, but nevertheless real, class distinctions. He feels that it has resulted in a greater social and cultural lag which tends to interfere with the practices of truly democratic principles. Moreover, he avers that the personal conflicts which college graduates experience as a result of this lack of training cause them to exhibit a greater number of symptoms of maladjustment than any other educational class in our population.

Sixth, the social structure of the college provides an excellent laboratory for research on these problems, and the personnel staff and the academic staff together can form an ideal research team. Alert personnel staffs can provide faculty members with clear-cut research problems in their own fields of interest, and solutions to the problems of personality can confidently be expected. Such an outcome is most devoutly to be hoped for.

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Faculty Relationships: Frames of Reference for Policy

PAUL B. FOREMAN

THIS paper assumes to organize from contemporary sociological thinking certain materials which may be of service to college administrators facing questions of human factors in college policy. It is immediately embarrassing to be forced to acknowledge that though sociologists live and move and have their being largely in academic environments, they almost always go beyond academic social systems to develop research. Perhaps this, too, is a matter which has something to do with "policy." There are intriguing sociological studies in this very area,¹ but they are very few in number. A review of the present sort must be buttressed by studies taken from other fields of institutional adjustment.

Faculty relationships are largely institutionalized in the sense that they are sharply patterned ways of behaving. But in academic life we frequently speak of old professor X who is an *institution* around our place and we constantly face problem discussions by saying, "Now, in our *institution* we do thus-and-so with that." The word is a well-worn and slippery coin. Therefore, as attention is focused on institutional behavior, it is important to stress that the reference is not to a notable individual, a group of integrated individuals operating under precedent forms, or such groups plus the property they rightfully manipulate. In dealing with faculty relationships as institutionalized behavior, institution never refers to a person or a group of persons, but always refers to patterned ways of behaving with reference to given functions, responsibilities, and prerogatives. Thus institutional systems are socially sanctioned forms for collective be-

¹For example, A. B. Hollingshead, "Ingroup Membership and Academic Selection," *American Sociological Review*, 3:826-33 (1938); "Climbing the Academic Ladder," *American Sociological Review*, 5:384-94 (1940); Elbridge Sibley, *The Recruitment, Selection, and Training of Social Scientists*, New York: Social Science Research Council, 1948; Logan Wilson, *The Academic Man*, New York: Oxford University Press, 1942.

havior, procedural systems for conduct.² A faculty as a group of people may be more or may be less institutionalized than equivalent groups, depending upon how members play their socially-inscribed roles. These groups are institutionalized because they operate in terms of quite uniform, persistent modes of behavior, despite individual group or local peculiarities.

Without any attempt to review institutional theory, an important point for present interests can be established by recalling F. S. Chapin's description of formal, quasi-formal, and extra-formal phases of institutional behavior.³ Chapin was concerned with the functioning of the mayor and council form of local government and he wrote to illustrate the actual workings of this system in metropolitan America. Most descriptions of public administration systems are but formal accounts of structure. In a very few pages Chapin by functional analysis demonstrated what few American students of government between Lincoln Steffens and V. O. Key have cared to consider: pretty organization charts and platitudinous descriptions of law, ideology, and surface reality are just not enough. One interested in how a given institutional system works has to know other things: how functionaries get their jobs and advance in institutional status, how power ties actually operate, how human beings adjust to institutional norms, and how the system pays off—over the counter or wherever it pays.

The very nature of an interest in human factors in college policy leads to inquiry going far beyond formal organization chart veneration and protocol diplomacy. There are, of course, plenty of questions which could be raised about personal factors in the formal business of college management and operation: basic administrative patterns of control, classroom teaching, person-to-person or group policy discussions, committee work, conference planning.⁴ Here is a pas-

² J. O. Hertzler, *Social Institutions*, Lincoln: University of Nebraska Press, 1946; R. T. LaPiere and P. R. Farnsworth, *Social Psychology*, New York: McGraw-Hill, 1949; R. M. MacIver and C. H. Page, *Society: An Introductory Analysis*, New York: Rinehart, 1949.

³ F. S. Chapin, *Contemporary American Institutions*, New York: Harper, 1935, pp. 27 ff. Since Chapin dealt specifically in this context with political behavior, he wrote of "legalistic," "quasi-legal," and "extra-legal" phases of institutional operation.

⁴ F. S. Chapin has also contributed a most valuable guide in this area. See his "Conference Procedure for Postwar Planning," *Social Forces*, 24:135-45 (1945).

sage which is sufficiently pointed for quotation in reference to personal problems in formal faculty enterprise:

"Since institutionalized groups are through ritual, precedent, and law conservative, since acquisition of security in the role of an academic man makes old, if questionable, truth self-evident, and since any administrator must let sleeping dogs lie, any sort of efficiency in institutional administration demands a countertheme for tradition. Yet, the danger obviously is faddism. Much of the talk about general education and area studies today can be so indicted. I state this though I believe sincerely in the principles of the general education movement. Traditionally, the American college has grown by accretion—and among and within separate little departmental dynasties. With this overwhelming postwar influx of students and staff, this dynastic pattern creaks and strains. The influx has been differentially located. Yet, we try to contain present operations in administrative packages designed far in the past. With this differential impact "departments" sprawl beyond related "divisions" or "colleges," courses overlap while interdepartmental and intradepartmental gaps go unmolested. . . . What is needed is an institutionally-sanctioned system for strategic planning through committee procedure. I doubt if this means keeping up with other schools as much as planning in terms of local resources with good liaison work between academic institutions and between academic institutions and foundations. I don't know how to conceptualize co-ordination problems in strategic planning, but I am aware of the friction which the cultural lags accruing in its absence generate."⁸

So long as interests focus directly on formal procedures, however, the important point that we academic men do not act formally on many occasions as we do our job is apt to be lost. Faculty relationships have their quite typical quasi-formal and even extra-formal designs. To consider quasi-formal patterns, the emphasis shifts from what we do formally as deans or professors over a desk or in a meeting to what we do around a desk or in spite of meetings. Or, more succinctly, consider quasi-formal faculty interaction in the interest of policy in college administration to be efforts which are primarily personal or "off-the-record," which tend to ignore channels or publicly sanctioned procedure, but which are obviously directed to creation of understandings pertinent to official policy. Take this case:

⁸Third Annual Conference of Deans of Arts and Sciences, *Pre-Conference Casebook*, Stillwater: Oklahoma A. and M. College, 1949, p. 68.

X, the head of a department, reacts violently toward Y and Z, heads of closely related departments. There is a problem of co-operation in a divisional course. X wants to chuck it, principally because Y and Z are interested in developing it. XYZ discussions get nowhere on policy. Y, Z, and A, a full professor in Z's department, single out B, C, and D in X's department to talk the problems over. These discussions are personal. They are not secret, but they are "out of channels" and "off-the-record." B, C, and D discuss the divisional course problem among themselves and later in detail with A. B will stick with X in any formal controversy; C and D are inclined to go along with Y and Z. At this point A briefs Dean S on the situation. S talks with XYZ as a group about several problems of departmental policy. In this discussion he observes that XYZ seem to be getting along nicely on the divisional course program, acknowledges their support, and then suggests—more or less as an apparent afterthought—that the responsibility for the course might well be delegated to an interdepartmental group not beset with "normal" administrative duty. Z agrees openly. Y thinks it might work if the proper man is available and suggests A. X says nothing. Dean S talks with A, who is agreeable. S appoints A, C, and E from Y's department to assume responsibility for the divisional course.⁶

We define our faculty relationships extra-formally on occasion. And this gives us much to talk about. In this context extra-formal behavior is primarily personal, it operates against or almost without reference to channels or publicly sanctioned procedure and it usually is concerned primarily with personal power or status, only secondarily with institutional policy. This is the plane of dog-fights between deans, the world of the knife and the hook, and the rationale of the use—to use a Southwestern expression—of the Spanish bit. For two examples:

Professor X in the humanities and Professor Y in the social sciences through over fifteen years of association have developed a thoroughly mutual and emotional aversion. If one supports any matter of policy, almost invariably the other will oppose it. When forced into group activity, the two "freeze". In casual campus meetings they do not speak.

⁶ There was an amusing conference observation on the above: "If you would call that sort of thing 'quasi-formal,' there's not much ground left for anything else in college administration!" Be this as it may, the illustrated behavior was not official and it had to box the institutional authority of X. This "cut around" technique is a familiar one, too, in military administration where top functionaries, moved in and out almost at random, must be adroitly circumvented by experienced assistants if "the job" is done at all.

Seldom are they invited by mutual friends to the same affair. X is close-lipped but thin-skinned. He seldom makes a remark about Z, but among close associates he has been known to release violent accusations and vitriolic and elaborate imputations of Z's motives. Z is quite extraverted and gossips notoriously. He is particularly prone to go out of his way to make little digs at X. X's outbursts are episodic and severe; Z's comments, a constant irritation. Both men obviously are almost continuously disturbed. Z ridicules X and his outbursts; X flinches at Z's remarks about "Sister X and his longhair boys". This aversion colors official policy. When the two argue in faculty meetings, other members feel that a vote on issues is bound to offend one of them. This makes for a solid social science-humanities split and talk about power groups and "straight party tickets." After a vote when Y's side "won", he remarked in a voice clearly audible to all, "Well, we beat the longhairs on that, let's see what they want to argue about now!"

The X University a few years ago suffered with a trustee who wanted his partner's son appointed to the law faculty. The trustee pressured the president "as a personal favor." The president, who had been in the game a long time, sidetracked the proposal. He was not able to keep the trustee from being considerably disgruntled. The trustee was thereafter inclined to oppose the president. Another trustee, a woman, read her colleague a riot act and suggested that because of his "second-degree nepotism" interests, he was deadweight on the board and should resign.

If this idea of planes of behavior in human action affecting institutional policy is provocative, one more idea from Chapin's work may be useful. To ground institutional study in thoroughly empirical terms and to promote concise research on institutional variations and trends, he attempted to describe the elements of any institutionalized behavior system. This led to a primary emphasis on typical personal attitudes and their consequent standardized behavior patterns which stylize any institutional behavior matrix.⁷ An individual's participation in an institutional system, whatever the level of that participation, presumes a certain conformity to institutional values in his behavior. Every institutional system includes ways and means of inscribing and enforcing this conformity. Institutional obligations

⁷ See Chapin, *op. cit.*, pp. 13-23 and for a thoughtful review, Hertzler, *op. cit.* pp. 50-66. Chapin described four essential "type-parts" as interlaced elements in an institutional system. The idea has been widely—and unreflectively—quoted. Only occasionally do students using Chapin's theory get beyond preliminary isolation of these units. Actually, what Chapin was trying to do was to encourage his readers to see how these "type-parts" function together to establish patterned ways.

differ for privates and generals, instructors and deans, laymen and priests, but upon whatever level given individuals operate, their duties establish expectations or norms for conduct. *Institutional office inscribes these norms.*⁸

In terms of obligations of an institutional office, given individuals through experience develop their own personal conceptions of responsibility and propriety: *In terms of the norms of institutional office, individuals, according to their own perceptions, build personal roles.* Again from the *Pre-Conference Casebook*:

"There is much constancy in the roles which emerge among faculty people in response to the limited situated possibilities given by faculty status. There are a very limited number of types of possibilities for adjustment. In ordinary discussion we apply a functional typing or stereotyping to faculty behavior and faculty "characters" constantly. There is a good deal of confusion in this, probably because in free conversations we deal so loosely with the frames of reference in which characterizations apply. Concerned with the typing of X as a "productive to non-productive scholar", it is so easy to shift the frame of reference to a like-dislike scale to advance the attribution that X is a yokel or a charming fellow. But where frames of reference are succinctly interpreted, the typing of how X achieves and plays a role gives a functional cue to his response in a predicted situation. There is nothing new in this line of thought. Any dean who has access to a competent social psychologist versed in self-situation-role theory and modern technological skills can shape this idea to his own use."⁹

With the exception of Logan Wilson's *The Academic Man*, there have been almost no comprehensive attempts to project this sort of reasoning to problems of administration in higher education. It is perhaps fair to say that Dean Wilson was primarily concerned with the conventions of academic offices rather than with personal roles as adjustment patterns to office norms. There has been a rapidly expanding body of information concerning institutional adjustment types in other behavior areas.¹⁰ Almost certainly however, when the

⁸ E. C. Hughes, "Institutional Office and The Person," *American Journal of Sociology*, 43:404-13 (1937).

⁹ Abstracted from *Pre-Conference Casebook*, p. 65. See also A. B. Hollingshead, "Behavior Systems as a Field for Research," *American Sociological Review*, 4:816-22 (1939); Paul Horst and Associates, *The Prediction of Personal Adjustment*: New York: Social Science Research Council, 1941.

¹⁰ C. I. Barnard, *The Functions of the Executive*, Cambridge: Harvard University Press, 1938; L. S. Cottrell, Jr., "The Adjustment of the Individual to his Age and Sex Roles," *American Sociological Review*, 7:617-20; Wilbert E. Moore,

issue of personal factors in college policy is raised, someone will ask for definition of the attributes of a successful academic man or of the marks of status of an academic man in a college community. It should be clear in 1949 that answers for questions like these cannot be obtained by the crude nominalism of isolating good personal traits and bad ones. It doesn't help to label men as industrious or lazy, co-operative or non-co-operative, for these words mean little apart from specific behavioral situations in which they apply. The problem calls for a situational approach to personal role conceptions. The pertinent sort of question does not elicit the answer that the brilliant Jones is lazy; it does relate this trait to the situations in which Jones doesn't produce—and it assumes focus on both the personal reaction and the situation in which it occurs. Pretty obviously the suggestion is that the brilliant Jones may cease being lazy if the situation is reinterpreted to change the values. The lazy Jones may begin to click if he gets out from under very small pressures. I take it this is what staff counseling and co-operation may occasionally involve.

There is one other suggestion which can be lifted from a piece of research, as yet incomplete. It is concerned with the functional attributes of personal status of individuals living in communities, not unlike many college communities, which are distinctly separated in typical values from the life which surrounds them. The observation is that four types of value attributions correlate to define the social ranking of these people. First, patterns of personal adjustment to institutional controls obviously apply. Second, private personal attribute—usually deviate personal attribute—identifications factor in status assignment. Third, denotations of the institutional office held by individuals are important. Fourth, personal amity-aversion characterizations enter. For concrete inference to questions of status in a college community, this might mean that how a man develops in independent research or teaching capacity (patterns of personal ad-

Industrial Relations and the Social Order, New York: Macmillan, 1946; F. J. Roethlisberger and W. J. Dickson, *Management and the Worker*, Cambridge: Harvard University Press, 1941; Howard Rowland, "Segregated Communities and Mental Health," in Forest R. Moulton, (ed.) *Mental Health*, Washington: American Association for the Advancement of Science, 1939, pp. 263-8; Clarence C. Schrag, *Social Types in a Prison Community* (unpublished M.A. thesis), Seattle: University of Washington, 1944; Philip Selznick, "Foundations of a Theory of Organization," *American Sociological Review*, 13:25-35; Kimball Young, "Sex Roles in Mormon Polygynous Families" in T. M. Newcomb and Eugene L. Hartley, *Readings in Social Psychology*, New York: Holt, 1947.

justment to institutional controls) is significant as are his distinguishing personal characteristics: his dress, language idiosyncracies—even his golf or bridge game, if these are distinctive (deviate personal attribute characterizations). The actual academic position he holds is important (institutional office): however the president may play his part, he's still the "big wheel." What is fun is to try to disentangle attributions based on institutional adjustment, personal characteristics and institutional office assignments from personal amity-aversion cues: "He's a dandy: wish we had a dozen like him" to "He's a rotter personally, you know!"

In this study it appears that there is no preliminary indication that any of these types of value attributions carries primary weight in determining status. What does seem important is the indication that the weight of these types of value attributions vary with tenure in the community. Newcomers are largely judged in terms of personal attributes and immediate amity-aversion cues; oldtimers by the ways they adjust to institutional controls and by the authority attributed to the jobs they hold in institutionalized groups. By analogy to the college situation if similar value judgments define social status, this might mean that "aberrant behavior" is one thing for a novice instructor, but something quite different for a man with twenty years' experience in the school.

No matter how questions of academic success or status in a college community are approached, analysis of these problems demands perception of institutional sanctions and formal, quasi-formal, and extra-formal patterns of action in their terms. The persistency of such questions is an invitation for someone—perhaps college administrators—to marshal research effort along these lines. There is a remark of Felix Frankfurter's which can be borrowed to describe where we now stand:

We have lived too long on explanations that merely serve as alibis for society. The simple truth is that until very recently we have not even felt the need of acquiring dependable means of understanding. . . . At long last the conviction grows . . . that we must understand before we can remedy. Equally we begin to realize that understanding cannot be left to the instinctive ignorances of "common sense," but must here as elsewhere have resort to the hard-won conquests of disciplined and persistent inquiry."¹¹

¹¹ Sheldon and Eleanor T. Glueck, *One Thousand Juvenile Delinquents*, Cambridge: Harvard University Press, 1934, p. ix.

The Administrator and Community Relations

M. A. LOVE

IN ANY consideration of the human element in the relations between the Administrator and the Community, we find ourselves faced with numerous alternatives in the way of approach. If I were a competent social-psychologist, I should certainly be able to give you guideposts in the areas of group-dynamics or social engineering. If my field were that of cultural anthropology, I should attempt to sketch for you the details of the basic elements in society which are the determinants for action-superstructures. If I were a sociologist, I should bring out for you the principles of social institutions and institutional behavior, and bring observation to bear upon the adjustment of the behavior of numbers of persons with respect to one another.

The world of tomorrow will put a great strain upon human relations and will demand high social skills. It will tolerate less of anything that hinders smooth and efficient social relations. Ineptness, uncouthness, or inflexibility in these areas, will bring sad consequences. This is likewise true if thinking is unorganized, if attitudes and manners are over-aggressive, timid, indirect, or insincere. There are a multitude of unsolved problems in personal, social, and professional life—problems local, state, national, and international—problems of industry, of education, of religion. The administrator must recognize these facts and call upon the specialists in these fields for help.

Social action has to do with the control an individual or group has over such factors as the communication of ideas and the accessibility of individuals and groups holding authority and power in the social hierarchy for purposes of consultation and attempting persuasion. Until such factors are changed through improved human relations, a change is likely to be superficial and without lasting quality.

A program of improvement in administrator-community relationships will use the results of the analysis of situational factors in

planning a set of actions. Here we have a social reality of human relations that must be changed if educational improvement is to be accomplished. The persons in this situation are held in an interdependent relationship with one another. What they know of one another, how they feel toward one another, and how one acts toward the other—all are facets of social reality.

Under the heading of social knowledge, there are facts about people, ideas and beliefs about people, and expectations concerning how people will behave and feel in certain situations. These are held by an individual or a group as regards other individuals or groups. Feelings embrace attractions and aversions of one group toward another, sentiments in regard to status differences, acceptance or rejection of particular values, and the reactions of people to approval or disapproval by others.

A realistic approach to the problems of the group, the nation, and the institution, rests upon an examination of the innate drives and motives of individual human beings. How does an individual react in his social environment?

Traditions, stereotypes, conventions, prejudices, institutions, and the like, have no intrinsic merit in a rational world. The search for insight into basic human motives and socially acquired responses will be given meaning by an examination of the world in which we live.

The administrator must be a humble person. Humility is the mark of an educated man. In the presence of faculty—men who have delved deep into the various fields of knowledge—there is ample room for the recognition of the achievements of others. Each of them can contribute from the depth of their knowledge and experience and when called upon for their specific contributions find themselves bound together more closely in the college group. The administrative officer who undertakes to do everything or to answer all questions for himself, will do but little and that little ill.

Sensitiveness to the rights and needs of others is embedded in the most fundamental precept of democracy. There is a close correlation between arrogance and bad relations with students, faculty, or community. There must also be a desire to contribute to the common well-being of the group.

The administrator should study his public, the resources of his various communities, the people and their needs, and he should keep

his public informed about his school and its work. The public is too busy to find out by its own initiative and unaided efforts what the college is doing.

This indicates a need for two-way communication which must be recognized as basic to good human relations. If the democratic way of life were not based upon a moral concept of human relations, it would not be worth preserving. If freedom were not creative, the vital source of the present and future, it would not be worth the staggering price we must pay to retain it.

A genuinely scientific approach to the study of societies is difficult. But this does not excuse us if we do not use all the knowledge we can obtain, and while we admit that we do not know all the answers, still we make the best use of what we have. If a person is to participate intelligently in the social life of his community, he needs to know as many facts about that group as possible. It is not enough to know the general principles of Economics or Political Science; one must know the customs, habits, beliefs, and assumptions of the people, for these are the stuff of their actions and decisions. Even a war can be fought more effectively, if one be acquainted with the language, customs and ideals of the enemy. Whether one be engaged in selling brushes from door to door, in planning a political campaign, or conducting the business of a college, he needs to understand the habitual behavior and common beliefs of the individuals with whom he deals.

At the heart of every successful undertaking, whether it is within the family, a business, government, or university, is the making, improving and carrying out of agreements. Sometimes these agreements are implied, such as membership in a church, where it is understood but not explicitly agreed that the members will give appropriate financial and other support. The transactions which make up our economic life and our culture are based on both explicit and implicit agreements. Communication between individuals or groups makes these agreements possible through keeping open the channels for modifying the notions and beliefs among individuals. It is the medium for changing human relationships. Communication, if it be good effectually, brings persons into agreement, into mutual support and co-operation; or, if bad, it may just as drastically disorganize and break down whatever working-together may be there.

Concise thinking and effective interchange of ideas, serves to con-

nect and relate event with event, fact with fact, motion with motion, and when it is adequate, it discriminates between the words used and the events or facts which they represent. Therefore, we see that proper human relations depend upon the capacity for independent thinking and critical evaluation. They depend upon the recognition that living with others involves differences of aims, of interests, and of purposes leading to personal and social problems, rival social programs and philosophies. Since social situations center about human beings, a realistic comprehension of any social situation must be preceded by an understanding of the basic motives and drives of human behavior.

But there is a persistent counter trend which runs against the forces which would function to get human beings to work together. Against the trend to co-operate and its necessity is the tendency to be selfish, to be self-centered, to be individualistic, to be competitive and in its most extreme phases, to fight and to disintegrate.

A knowledge of human relationships is one of the basic needs for the successful termination of the twentieth century. The job of college administration, if carefully defined, would probably be classified as social-engineering. The most important and most neglected phase of training for the administrator is in social-psychology, anthropology and the social sciences.

Superficially, we may appear to be concerned with "how to win friends and influence people," or with the strategy and tactics of handling people. In the external relations of the administrator, we find the very practical problems centering on how to recruit students, how to raise funds either through gifts or legislative appropriations, how to heighten the prestige of the university, and how to influence the community. Some may even be concerned about methods and procedures of gaining prestige and advancement for themselves.

The relations which the college administrator holds are numerous, diverse and complex. He finds himself a middleman between the people and the university, between trustees and staff, between staff and students, between students and parents. No group of individuals has done so much to build up American civilization and mould the community as has the college staff.

Yet the planning, the methodologies, the philosophies, the social understandings which have been the administrator's guide in this area have been largely of the armchair variety. To catalogue the

training of college presidents and deans would leave much to be desired in the realm of the scientific knowledge of inter-relations between individual personality and culture.

The job of the administrator of our colleges must be to give leadership to faculty, students, community, and nation. Among these groups, no area needs leadership so badly as the area of interpersonal relations. It seems probable that to provide leadership at this point, it will be necessary to divide the office of college president and also that of the dean and fill the job with two men of different types: one an educational expert trained in basic social concepts and the other a man of prominence and weight in the community.

The first man should then be given an opportunity to concentrate on the study of human relations, to dream of the golden age of the future and to strive to make that dream a reality. The second will be weighted down by the daily needs of administration and support but this will permit the first man's functioning.

We have been focusing our attention on interpersonal relationships. At this stage, we are interested in seeing these relationships as they apply to "Town and Gown." If we look back into history, we find many cases where colleges have isolated themselves, their members, and their programs as much as possible from the community. We have heard much of the "Ivory Tower" and there has been a tendency to accept these two phrases as having more fact than has actually existed in American institutions. I have had enough interest to enjoy reading many of the stories that have come out about the more personal relationships of early colleges and believe that the facts lead to a conclusion not nearly as serious as these phrases would lead us to expect. The lack of communication between campus and community, like Mark Twain's death, has certainly been exaggerated.

This is not to say that these relations cannot be improved. I assume that the purpose of this discussion is to take a look at methods which may be used to improve them. I doubt if we have in mind here *one* individual—the administrator—in his contacts with the community, but rather the total impact of our institution in its manifold relationships.

Let us first list a few of the reasons why we should here take the time to survey this area. First, the success of many enterprises of the college is in greater or lesser degree dependent upon understanding and favorable attitudes on the part of one or more of our publics.

We, therefore, hope to give the information to which these groups are entitled. Second, because colleges are often judged by hearsay and rumor which may be only slightly correlated with the truth, we find it necessary to maintain relationships which will prevent the spread of misunderstanding and which will limit the influence of malicious misrepresentation.

Third, all colleges need to inform those who will decide for or against the financial support of the program for which they are responsible, if they are to obtain the buildings and personal services required for an expanding program of higher education. Fourth, we find it necessary to influence those students who are to become leaders for our nation's future—that they should choose college attendance rather than other more lucrative activities for four years of their lives.

A fifth reason for our interest, is to protect teaching staffs from unfair criticism or misjudgment. Largely because of inadequate communication and because much of the public's understanding comes second-hand from individuals who do not understand the total plan, the plans, methods, and procedures of the college are misunderstood, wrongly suspected and therefore subject to unfair criticism.

A sixth reason for Town and Gown relationships stands in an entirely different category. It stems from the belief that an institution of higher learning is a place where many of those most able to lead and serve are gathered together and that in addition to the education of our youth, they have a responsibility as citizens to contribute to the welfare of our democratic community. In recent years, such services, on the part of college faculties, have been expanding rapidly. Just a list to illustrate such activities must suffice for this paper:

- 1) Agriculture and its fieldwork and service.
- 2) Education-Relation between schools and universities.
- 3) Specialized programs:
 - (a) Art and art associations.
 - (b) Music and civic music activities.
 - (c) Theatre and its public.
 - (d) Athletics and its public.
- 4) Committees of advisers:
 - (a) Architecture and planning.
 - (b) Hotel and restaurant management.
- 5) Training units rendering services:
 - (a) Experimental schools.

- (b) Children's music, art and theatre.
- (c) Psychological clinics.
- (d) Speech and hearing clinics.
- (e) Student Union dining rooms, etc.
- (f) Public lectures.
- 6) Adult Education.
- 7) Professors rendering services:
 - (a) Economists—war labor boards, labor management program.
 - (b) Sociologists—inter-group programs.

In addition to these activities it has always seemed to me that each faculty member, a scholar in his field, has an obligation to help the public interpret the problems of the day. The staff of a university can make a contribution to civic welfare, which in turn brings greater understanding of the university's worth.

The public is busy; few have time to study carefully the issues of the day; few have the depth of preparation necessary for full interpretation in the light of available knowledge. It is true this brings us dangerously close to the question of academic freedom, but more on that later. I believe that the college should participate as an institution, through the activity of its scholars and scientists who give direct aid and guidance to the community, in the solution of its problems.

Since we will discuss methods by which channels of communication and services from our colleges to our communities are to be kept open and improved, a word should be said at this point concerning the soundness of our educational program and the necessity for us to know what that program is, why it is, and where it is going.

It is not at all unusual to find much disagreement on the part of the members of a college staff as to what the real objectives are. Internal strife and uncertainty lead to confusion in public communication. College objectives are often the mere statement of platitudinous generalities, many times developed by publicity offices for public consumption without consideration of faculty. These usually do not become a reality on the campus, or in the classroom.

Without attempting to be more specific at this point, I simply wish to point out that public understanding can hardly come until there is an understanding of these principles on the campus itself.

In order that we shall not seem to neglect the contribution of the community to the college, let me indicate some ways in which this

may be encouraged. By means of the establishment of advisory committees for a variety of programs on the campus, large numbers of individuals may be brought into closer relationship and find a real personal pride of association in the work of the college.

1. Architecture and Planning.
2. Art and Music.
3. Hotel and Restaurant Management.
4. Radio and Television.
5. School of Education.

Such programs as these not only give larger numbers a feeling of personal participation in and responsibility for the college, but also provide a means of greater service in the solution of the problems of the community. In addition they aid in building a civic unity through co-operative leadership which will rally the force required to solve those problems.

To get the community to understand what a university is and to have pride in having a university in its midst, is the most important single task of the university administrator.

Now, of course, we haven't as much to offer as we should like. Nevertheless, you may be certain that it justifies a planned program of inter-relationships with the public. Through the informational program I have in mind, I can assure you that you will vastly improve your chances for acquiring more educational virtues to sell. How? By increasing your school's income. By increasing your enrollment, by insuring the success of any fund-raising campaign, by winning the public's support (as well as the government's) through keeping them intelligently informed of the school's needs and aspirations.

STUDENTS AS A PUBLIC

In considering an administrator's public, I'll start with the students. Any association of the foremost segment of an administrator's public and the students enrolled at his school is . . . PURELY INTENTIONAL. During our anxiety over matters mysteriously described as "high policy," in our trepidation over pleasing various college boards and alumni groups, in our determination to see that our football team continues to defeat our dearest rivals, in our concern over matters which we mistakenly regard as more important, we are very often inclined to overlook the student. This is a blunder of the foremost

magnitude in any mass communications program; more importantly, it is a tremendous blunder in any educational program. The student body is an important part of an administrator's public—his public relations program must be shaped accordingly.

The student is of foremost importance not only because the major justification of education rests on his development and learning, but in a strict business sense, you might do well to look upon the student as the best representative of your school, utilizing the best type of salesmanship: word-of-mouth. We should also remember that the student is a prospective faculty member; a prospective alumnus; a prospective parent; a prospective leader in the community; a certain member of the public at large; and, in spite of his poor grades, or probably *because* of them—a prospective administrator.

How can we, as administrators, effectively maintain good relations with the students? Much as we may admire grass-roots relations with the public, I must grudgingly admit that there is a limit to our time and activities, so that a large portion of our contact with the students must be of the indirect nature. The fact that they may be indirect, I hasten to add, is no justification for an ignorance of their quality. Prompt, efficient, intelligent and courteous service in health, housing, financial, registration and recreational departments are imperative.

Equally important is an active form of student government through which students have an opportunity to state their grievances and ideas. In this form of government, students should be given a hand in the determination of decisions which affect their welfare. If we continue to train students to participate in a democratic society, we could do well to give them an opportunity to practice its principles on the college campus. Any apprehension over the revolutionary tendencies of undergraduates in such a representative system indicates a gross underestimation of such students' intelligence. If you've maintained contact with your students, you shouldn't be surprised at the manner in which a student's revolutionary tendencies mature into enlightened opinion under the weight of responsibility. Another essential in the maintenance of effective relations with the students is the insistence that the students are guaranteed an opportunity to express their ideas and opinions in the college newspaper. Your attendance at students' social and recreational activities is so obvious that it shouldn't require any additional comment.

With the possible exception of the students' government activity,

all of these matters tend to become pretty far afield from administrative contact. That this is unfortunate is evident; that it is, to a certain extent, unavoidable, is equally obvious. However, there are measures which could be adopted in an effort to narrow the gap. You might descend from the ethereal realm of high policy matters, on occasion, and visit the various student and counselling services, or sit in a classroom.

Better than that, I suggest you frequently select students in whose judgment you have confidence, and ask them to report to you on the quality of the various services I've mentioned. In this system, you might select students of different sexes, ages, classifications, and so forth. Of course, they must have the assurance that they can speak freely in your presence, but this is a small matter—they will anyway.

FACULTY AS A PUBLIC

In citing the faculty as a portion of the administrator's public, you could well go beyond that and regard them as administrative ambassadors. As the title suggests, teachers represent the administration in relations with the students, with their parents and with the public at large. As representatives of the administration, it is important that: 1) they be kept fully informed of and completely sold on administrative policies; and 2) that they be kept in a psychological frame of mind which would facilitate the execution of these policies.

Keeping the staff informed of administrative measures requires a thorough system of education, involving informational bulletins and inter-departmental memoranda. It also necessitates a program of faculty meetings in which departmental heads are given the opportunity to comment on administrative affairs and decisions. To make sure that the activities of these staff meetings reach other members of the faculty, a system of regular departmental meetings is recommended. These sessions would supplement the previously mentioned informational bulletins and inter-departmental memoranda. Keeping teachers sold on the advisability of administrative policies is quite another matter, as I'm sure your experience will assure you.

A good deal of staff resistance, lassitude, or downright indifference to administration measures may be attributed to the lack of the informational program that has just been mentioned. You can hardly expect faculty enthusiasm for administration projects, if their understanding of them is incomplete. That observation applies to the entire

field of public information. Many administrators have the mistaken idea that a good public relations program is comprised of the showmanship of Barnum, the shrewdness of Davie Harum and the magnificence of Elsa Maxwell. As a matter of fact, a good mass communications program is more a matter of keeping the public informed of any activity. The value of any project should be such that it will sell itself, but you can't expect a favorable reception to it, if you keep information about that project a secret.

So you see, winning public approval for any college project, or winning staff approval for any administrative measure, is largely a matter of keeping the public or teachers informed of that college project or administrative measure. There is no necessity for misrepresenting your product: just let them—the staff or the public—know about it.

Of course, I might add in passing, the quality of administrative policy has a good deal to do with the reception of it—by the public or the staff.

In that connection, it would be wise to give departmental heads an opportunity (during faculty meetings) of having a hand in the establishment of any administration act. In the first place, you are likely to get valuable suggestions from departmental heads; secondly, such a procedure would be likely to increase the value of such suggestions; in the third place, such a procedure would establish a contributive atmosphere which would immeasurably improve staff morale. And, in the fourth place, it doesn't require an experienced psychologist to inform you that faculty members would be much more enthusiastic about a policy in which they had a formative part.

A few of those factors just mentioned will go a long way in creating a receptive frame of mind in the faculty toward administration policies. In addition to those factors, however, are others which would insure a better implementation of those policies on the part of the faculty to the students, public, and parents. An awareness of faculty needs and problems would help immensely in that respect. In consideration of a faculty member's welfare, you'll soon find yourself dealing with economics. So, a carefully designed, uniform salary schedule is obviously required. This schedule, of course, should not be based only on training and experience, but on ability as well. In this connection, a uniform program of advancement is also required. Services including medical plans, housing accommodations, recrea-

tional activities would also be of great psychological help in assuring a favorable reception and implementation of administration policies.

During a discussion of the administrator's relations with the faculty as a part of his public, we wouldn't be going too far afield to mention the matter of academic freedom. This, it is a shame to admit, seems to have become a problem of increasing magnitude these days. The fact that it has, strikes me as a sad commentary on contemporary society. Fortunately, a faculty member is less content to live on bread alone than many other members of society. If the faculty member is at all worthy of his designation, he'll be just as vitally interested in other matters, among them freedom of speech in the classroom. As administrators, we have the solemn obligation to see that it endures—to safeguard one of the most vital cornerstones of democracy—safeguard it from the intimidations of the press, the board of trustees, the alumni and the public at large. Our responsibility in this respect is so clear that it shouldn't require any additional remarks.

I want to add, however, that we have another responsibility of equal importance. We have a responsibility to see that academic freedom doesn't become violently unacademic license. It might be necessary to remind faculty members that, despite temporal developments in politics, economics, and sociology, truth remains our goal. In the relentless pursuit of that goal, facts rather than unlabeled opinion, objectivity rather than indoctrination, remain our means of reaching that goal.

If any faculty member feels that he, to the exclusion of all others, has done the impossible—has cornered that will-o-the-wisp commodity entitled truth, with only fleeting regard to fact and objectivity—then surely he has no place on the college campus. He is unworthy of the designation teacher. Not because of his conviction, but because of the unacademic manner in which he has reached and, what is equally important, the unacademic manner in which he presents that conviction. I want to stress that point. It is unimportant if the instructor has proclaimed that the moon is made of blue cheese. But when he attempts to offer that conclusion as gospel on the basis of personal opinion to the exclusion of all evidence, it is for this reason rather than for his opinion that I concede him no place on the college campus. Strict objectivity in the classroom has been, with justification, criticized as resulting in too barren, too sterile, too dull a classroom atmosphere. Students feel that the teacher should be an authority

in his field and they want to know how he feels about any problem in his field. That is a highly reasonable attitude on the part of the student, and I believe that the instructor has a genuine right to offer his opinion. I also believe that the teacher has the responsibility to identify his opinion as such and give equal prominence to contrary opinions on the matter. In the best traditions of education, the instructor should present facts and permit students to reach decisions on the basis of those facts. Enrich the presentation with opinions, but label them as such and present contrary ones with equal thoroughness. Then let the student develop a conviction with which to govern his life. If such objectives as teaching a student to *think* and recognizing that your school is for *creators*, rather than imitators, remain foremost, the problem of academic freedom in the classroom will cease to be the great issue it is today.

How academic freedom affects the administrator's relations with his public is clear when you consider that faculty articles, statements and lectures reach parents, board members, alumni, and the public in general through the press, radio and publications; and that instructors' lectures reach parents and students by way of the classroom.

ALUMNI AS A PUBLIC

Another obvious part of an administrator's public is the alumni, and if you think you have fully exploited relations with that group with the publication of a few drab bulletins and a series of downright boring reunions, your public relations program probably ranks with the worst. It shouldn't be necessary to belabor the importance of the alumni as a part of your public. It is also obvious that we must maintain contact with that group, but even if we confine our discussion to the means of maintaining that contact, I think we'll find room for vast improvement. What, then, are the conventional means of maintaining contact with the alumni? They could be expressed in many ways, but consider these: 1) Through *newsworthy* publications; 2) Off-Campus reunions and meetings; 3) Meetings and reunions held on the campus; and 4) Participation in advisory committees such as those mentioned above.

In examining the first medium, the alumni publications, I think you will agree that they pretty generally constitute dull reading, if you have any idea of what is suggested in the term *newsworthy*. In revamping these publications, my first recommendation is that you

engage a man with journalistic training or experience as an editor. That could well be sufficient unto itself, for he or she will soon eliminate the practice of salvaging stories of college affairs from the town newspaper or campus journal for use in the alumni publications. The stories of campus affairs he would use would be of obvious interest to the alumnus; and within them he would relate old associations with present activities, objectives and needs. With this practice, the editor is assured of increased readership and the resultant action. The new editor would also throw out those worthless pictures of a group of dignitaries standing in a row, apparently for no perceptible reason, or of one man shaking hands with another; or of a group picture including so many people that not one of them could be identified with a microscope. The new editor would include more pictures in the alumni bulletins, but they would convey action, have a readily discernible point, incorporate human interest, and thereby increase readership. Incidentally, readership surveys have revealed that pictures, uniformly, have a much greater percentage of draw and appeal than a story, however long and however well placed in a paper. Routine announcements which so clutter an alumni bulletin would decrease, because the new editor would be able to recognize what constitutes a good news story; what constitutes a good feature article—where to find them and how to present them interestingly and attractively. On the other hand, the new editor would retain those alumni notes concerning the activities of individuals of former classes. He would not only retain them but increase them, because he would know that they have the same value, the same attraction, that those personal items in the country weekly have. I could go on indefinitely, citing improvements for the alumni publications, but I hope I've mentioned enough to give you an idea of how this contact with the alumni could be bettered.

Off campus reunions generally fall under three categories: 1) social; 2) business, and 3) athletic. In business as well as social meetings the use of films of campus activities has been found very effective. I'm sure you'll agree, at this particular moment, that films of a topic have many advantages over any address or discussion of that subject. These films could be used to illustrate campus needs, as well as describe campus activities. They could be used to supplement discussions of these matters. In social gatherings, the school should try to work through campus chapters of the Greek-lettered and other

organized groups. In utilizing this section of public relations, the school might offer speakers and films for reunions of the local chapters of these fraternities. In business as well as social meetings, either on the campus or off it, an opportunity should be accorded the alumni for expressing opinions, offering suggestions in regard to administrative, educational, social and recreational affairs. But in connection with this practice, it might be well to clarify the alumni's relationship to the school. This could save you a number of headaches. Indicate that the alumni voice in college affairs should be highly articulate in recommendations for action rather than boisterous in dogmatic ultimatums.

Much that has been said in relation to off-campus social and business meetings obviously applies to those held on the campus. But as a means of developing more substance in those off-campus meetings, I suggest that officers of the various off-campus chapters of those groups be invited to the campus for a few days, exclusive of Homecoming which is predominantly a social affair. During those few days, by attending a program specifically designed for them, these alumni chapter officers would be in a much better position to direct the activities of those clubs. The specific features of such a program are too evident to mention here.

There is one type of campus reunion which hasn't been used very extensively, and I believe that it has great possibilities of not only relating the alumni more closely with the school, but of contributing to your educational program as well.

Among the alumni roster, you'll find the names of men and women who have achieved national recognition within their respective fields—fields in which your present students are genuinely interested. A faculty member might well draw up a forum, survey, or institute to be held on the campus concerning the problems or issues in that particular field. Prominent alumni in that field would be, on the basis of their status as authorities in the field, participants of that survey or forum. You want the interest of the leaders of society—there's one good way in which you could achieve it. Once a forum is established, it could also be used as an employment guidance clinic to be held on the campus shortly before graduation. Alumni members would, by their presence, develop closer ties with the school and its students, and they would be doing an important service to the school, its students, and society in general.

Now, I've just mentioned a few possibilities for improved relations between the administrator and the alumni portion of his public, but, in so doing, I hope that I've demonstrated that public relations in this particular channel haven't been as fully developed as they should be.

PARENTS AS A PUBLIC

Parents of students and parents of prospective students are too often overlooked as a segment of the administrator's public. Personal contact on the part of the administrator in this respect is limited. There are many advantages of conducting a front-porch campaign, being available for long discussions on "My Boy Johnny," but if we started such a procedure, we would soon discover that we had little time for any other activity. I'm not suggesting that we avoid parents, or fail to take a genuine interest in their children's progress in school, but I believe that most of our relations with them will be of the indirect nature. But even these relations, indirect as they may be, should be improved and can be put on a more personal and direct basis.

Such conventional events as Dad's Day and Mom's Day should be continued, and programs for such red-letter days should be expanded to include more than a football game. Dramatic productions and art exhibitions, to cite two examples, might be included in these programs. There is no better way in which to win Dad's interest in the theatre department than to have him see his son in a play, or to interest Mom in the art department than to have her view her daughter's painting in a college art show. I suspect that these activities are already being undertaken pretty generally, so I won't waste any more time in comment about them.

There is a less common practice, however, which I believe would go a long way in improving an administrator's relations with the parents of students. This is being used in some schools, but not as extensively as I believe it should be. I have in mind a monthly newsletter devoted to student activities which would be prepared by the public relations department or personnel office exclusively for parents. If you are aware of how students are inclined to forget to keep their parents informed of their activities away from home, I'm sure you'll realize how eagerly parents will await these bulletins. The style and air of these letters should be designed specifically for parental consumption, and they should be prepared on four levels, freshman,

sophomore, junior, and senior. For an obvious reason, these letters should be crammed with names. The bulletins should include feature article on food, health, housing services as well as social, athletic and academic affairs. Mom is naturally enough concerned about these matters, and the slightest assurance concerning them would go a long way in winning her respect and gratitude. These newsletters need not be an elaborate affair—mere mimeographed releases would be greatly appreciated by parents.

Economic trends indicate that colleges will soon be taking just as much interest in the parents of a prospective student as they now take in the parent of an enrolled student. Of course, this brings up the entire system of field representation, and that's quite a study in itself, but I'd like to make one suggestion concerning this activity.

Instead of having your field agents describe your school to prospective parents in the conventional vocal method, why don't you equip that agent with motion pictures and records? This agent should have a library of films and records with him on the road. The films should portray, not only campus scenes, but university activities as well, a motion picture prepared by drama students in addition to scenes of athletic events. The records could include everything from original jazz written by a music student to a symphony by another student-composer. They could include a student reading his original poem, another student relating a child's story, or a portion of an outstanding lecture or university chapel program. In both cases, films and records, variety and originality should be stressed. With this equipment, the agent would be able to appeal more directly to the widely divergent interests of Dad and Mom; daughter and son.

RELATIONS WITH THE PRESS

I've reserved a discussion of the administrator's relations with the public at large for the latter part of my comments. I've done so for two reasons. The public at large constitutes our most important audience. It also includes the other segments of our public that I've mentioned previously. In the second place, the means of dealing with this audience involves dealing with our most effective means of communication; the press, radio and magazines. In the third place, it is when we are dealing with the greatest area of our public through these most effective means of communication, that I feel we are committing our most grievous errors. If I accomplish anything within

this discussion, I hope that it will reduce the number of times city editors get disgusted at the mere mention of college public relations. I contend that the rarefied air of an administrative Pooh-Bah is every bit as great a hindrance to a dynamic program of inter-relationships with the public, as the hot air of a carnival barker.

Perhaps we could get off on the right step in our relations with the press with the simple recognition of the fact that newspapers have policies. It is no great strain on the intelligence to realize that if newspapers have policies governing their coverage of college news, it might be profitable for us to find out what they are. I can best illustrate the importance of knowing your local newspaper policy, with a brief experience I witnessed from the sidelines—watching the actions of a college president unaware of a newspaper's policy and of my young public relations man, who made it a point to become well acquainted with that policy.

A faculty member committed suicide on the campus. Naturally enough, this threw the president of the college into an emotional frenzy. Now a good deal of this emotional furore was in apprehension over how the local paper, which of course would release the news to the nation-wide press services, would handle the story. What the president had in mind was a banner headline, a spread of pictures, and a story full of gruesome details. As his emotional tension mounted, he called in our public relations man. As soon as the latter came in the office, the president greeted him with—"All right, I'm paying you for public relations advice; you are supposed to know the answers; how will we handle this affair?" He then went on to tell the young man about the suicide. During the president's account of the incident, the young man remained undisturbed. This, of course, served as additional fuel for the president's excitement. When the president finished, our public relations man suggested that the president go down to the newspaper office (inasmuch as he wouldn't entrust the mission to the young man) and give them the complete story, including the suicide note found on the teacher's body and all other details. Meanwhile, the youngster said he would dig up a picture of the instructor and prepare the obituary material. The president objected to a presentation of *all* the details and the suicide note, but the young man pointed out that if he didn't give the paper all the details they would sense that he was withholding news. Then, resenting any effort to conceal the details, they would likely assign

one of their men to the story. The reporter would probably resent being pulled off another assignment; both the editor and the reporter would resent the effort to hide the news; the reporter would find the details. The attempt to withhold the news might well affect the treatment of that story—it would certainly jeopardize a favorable reception and play of future stories stressing more pleasant aspects of the school. The president was finally convinced of the wisdom of this advice and said that he would go down to the paper the first thing that afternoon. The young man replied, "No, go down to the paper right now. They publish an afternoon paper and they have a deadline. The earlier you get the information to them, the more time they'll have for checking its accuracy and preparing it for publication; the earlier you get it to them, the more time they'll have for later spot news *and* the more they'll appreciate your co-operation." The president took his advice and went down to the paper at once. That evening I noticed the story in the paper. It had six paragraphs, four of which were obituary material; two of which concerned the suicide. The story had a small, one-column head; the text of the suicide note was omitted; and the word suicide was never used in the story. The president was elated—and he thought his public relations man an expert.

Now, any newspaperman will tell you that our public relations representative was by no means an expert. He did know the newspaper policy; that it played down suicide stories; that it didn't use the details and even the word suicide; that like all newspapers, this one wanted complete details. Also that it had deadlines to be met. A knowledge of the policy would have spared the college president a good deal of emotional strain and stress. Knowledge of the policy and of other matters such as deadlines, assured good relations between the college and the newspaper. I might add, it was during this young man's stay at the University that newspaper lineage concerning the school reached an all-time high.

How are you, as an administrator, going to know what constitutes a good public relations man, if you haven't the faintest idea of what constitutes good inter-relationships with the public? You may not think such detailed matters important; I emphatically do.

The experience I've just related indicates, to my way of thinking, the right direction to take in dealing with the press. In discussing mass communications on an administrative plane, we too often

reach the monumental conclusion that "Yes, public relations are a good thing" and then leave it at that, without the faintest idea of what constitutes good relations.

Let us consider, at random, a few aspects of this matter. Instead of preparing expensive brochures, printed on the best of slick paper and intended to sweep the press off its feet, I recommend that you visit your local paper and find out what sort of policy they may have in regard to coverage of the school. These fancy brochures usually wind up in the city editor's waste basket shortly after their arrival at the city desk, and this simple visit might save you a great deal of money and disappointment.

Find out to what extent the paper would prefer to have its reporters cover campus events; to what extent the paper would rather have your public relations staff handle university stories. Find out if the paper would rather have its own photographers handle picture assignments on the campus, or if they would be satisfied to have your staff photographers handle them. The city editor's decisions on these matters will depend on the paper's policy; the size of his staff; the volume of your news, and the proficiency of your staff. During this visit, you might also discuss their policies in regard to fund raising campaigns, handling of sports news, and the coverage of lectures, dramas, literary and art exhibits. Regardless of their decisions on these matters, it will clarify the relation of the newspaper and your school. With that understanding well established, you are in a better position to maintain good relations between the two.

Then, too, I'd have your public relations staff get style books of the papers with which they will be dealing; not only get those style books, but prepare newspaper releases in accordance with those style books. I'd also have your staff become thoroughly acquainted with the deadlines used by the local papers, and have them observe those deadlines, keeping in advance of them if possible.

As a means of illustrating the importance of those steps, let us trace a story from your staff, to the city desk, into type and as it appears in the evening edition. Assume that the story is prepared in accordance with the style of the paper and has been turned in well in advance of the deadline. The story comes in early. This in itself appeals to the man on the city desk. Activity is inclined to be less in the morning than it is later in the day. In any event, this puts the man on the desk in a favorable frame of mind. He starts editing the

story. He sees that it is written in accordance with the paper's style. This pleases him, because it requires less work and will enable him to get his mid-morning cup of coffee today. Because the story is in early, the man will be able to edit it early and send it out to the composing room early, and he'll be able to have it put up in type early; all this will tend to reduce the tension which invariably comes with a daily deadline. The man on the desk is appreciative, probably because he's human. So, in this frame of mind, the man on the desk considers the size of the head to put on the story. Now, if there is any question in his mind, you can be sure that he'll give you the benefit of the doubt. The size of the head will determine the story's play, its position in the evening edition, to a certain extent. So, when the evening edition comes out, you see the story, and you'll be pleased.

On the other hand, let's assume that the story reaches the city desk around deadline time and isn't written in accordance with the paper's style. In the first place, the deskman may well toss it aside, because he's loaded with late spot news more important than your story. When he starts to edit the story, the deskman will find that it isn't written according to the paper's style. He may try to clean up the story himself, or he'll hand it to a rewrite man, at a time, mind you, when the entire staff is busily engaged in making a deadline. The story comes back to the desk from the rewrite man. Because time and space are running out, because that story will compete with more and better news, the deskman well may cut the length of your release. At this stage, the deskman is inclined to become a little surly, because, strangely enough, he's only human. The story is late, and he's been put to a lot of unnecessary extra work. Under such circumstances, he's likely to put a small headline on the story. The makeup man in the composing room has to wait for that story to get up in type. This doesn't exactly please him. He wants to get the paper out on time, and once again, he too is only human. So he places the story in an obscure position. The evening edition comes out, you see the story, hardly recognize it, and are disappointed.

Of course, this has been an oversimplification of the case. The play and headline of your story will be based on its value as news, or as a feature. And it may be that your story falls under the classification of spot news. But with these reservations, I think that a newspaperman will verify the descriptions I've just presented. When you apply these situations to relations to regional newspapers and national

press associations as well as the local newspaper, I think you'll see how extensively they will affect your program of inter-relationship with the public. There are other points in regard to press relations I might just mention. Remember the city editor must evaluate college news in relation to the community. Remember that the city editor is sometimes faced with an overflow of news and with space restrictions, and that your story may not get the play you think it deserves. Remember, too, that by nature of his background, training and experience, 999 times out of 1000 he's better able to determine the play of which your story is worthy.

On this precautionary note, I'll end the discussion of an administrator's relations with the public via the press. I have just skimmed the surface, but I hope it may give you a better idea of how to utilize that ever-important mass medium in dealing with the largest and most important part of your public.

A Study of Scholastic Averages at the Georgia Institute of Technology

HORACE W. STURGIS

THE PURPOSE of this study is to compare two methods of computing scholastic averages. The two methods are the same, in one respect, in that they are both ratios of quality points to credit hours. One method is that now practiced at the Georgia Institute of Technology and may be best described by a reprint from a section in the Handbook of Student Rules and Regulations, page 7, as follows:

SCHOLASTIC REGULATIONS

A. General

1. Academic standing is based on the "Quarter credit hour" system. One quarter credit hour corresponds to one hour per week of classroom work for a quarter, or to three clock hours of laboratory work per week for a quarter.
2. Quality points are assigned as follows:
For each quarter credit hour with a grade of

*AA (with highest honor)	5 points
A (excellent)	4 points
B (good)	3 points
C (satisfactory)	2 points
D (barely passing)	1 point
*E (conditioned)	no points
F (failing)	no points

B. Scholastic Average

The scholastic average is computed by dividing the quality points earned by the number of credit hours to which the student has been scheduled, and in which he has received a final grade.

The comparable method of computing scholastic averages differs from the method described above only in that the ratio is one of quality points to credit hours earned instead of credit hours scheduled. Briefly this study is:

* Grades of AA and E were eliminated at the beginning of the 1949-50 school year.

<u>Quality Points Earned</u> <u>Credit Hours Scheduled</u>	versus	<u>Quality Points Earned</u> <u>Credit Hours Earned</u>
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The data for this study were gathered from the records of 4,275 of the 4,704 students enrolled at the Georgia Institute of Technology during the winter quarter 1948. The 429 students whose records are not included in this study are those of 219 students enrolled in schools of specialization (Ceramic Engineering, Chemistry, General Engineering, and Physics) with enrollments of less than 100, a group of 150 graduate students and 60 students who either had incomplete averages or who were unclassified. The scholastic averages used in this

TABLE I
PERCENTILE RANKINGS OF AVERAGES FOR
THE TOTAL ENROLLMENT

	Quality Points Divided by Credit Hours Scheduled			
	Freshmen	Sophomores	Juniors	Seniors
Percentile Rankings				
P ₉₀	3.135	3.043	3.040	3.201
P ₈₀	2.650	2.647	2.753	2.867
P ₇₀	2.375	2.400	2.543	2.672
P ₆₀	2.152	2.222	2.396	2.523
P ₅₀	1.944	2.063	2.239	2.406
P ₄₀	1.769	1.939	2.122	2.252
P ₃₀	1.600	1.811	1.999	2.136
P ₂₀	1.400	1.694	1.895	1.995
P ₁₀	1.150	1.539	1.766	1.854
Number of Students	1024	1501	987	763

study are the general over-all averages of undergraduate students and include the records of these students from their dates of matriculation up to and including the winter quarter 1948.

Of the 4,275 students whose averages are being analyzed 2,228 matriculated in the Georgia Institute of Technology since September 1, 1946. It is the scholastic averages of these 2,228 students that have been selected for comparisons. The records of this particular group were selected because of their adaptability to a study of this type. Beginning with the fall quarter 1946 the records of all students matriculating in the Georgia Institute of Technology have been posted to indicate not only the total credit hours scheduled, but also the total credit hours earned. The selection of this group as a sample may be a reason for the slightly lower average in each of the points

selected for comparison because in general the averages of the lower classes will be found to be lower than the averages of the upper classes. This variation according to classification is illustrated in Table I. Since the maximum number of quarters attended by any individual in the sample is six, the greatest number of students would be classified as sophomores as shown in Table II. The juniors and

TABLE II
COMPARISON OF SAMPLE WITH TOTAL ENROLLMENT¹

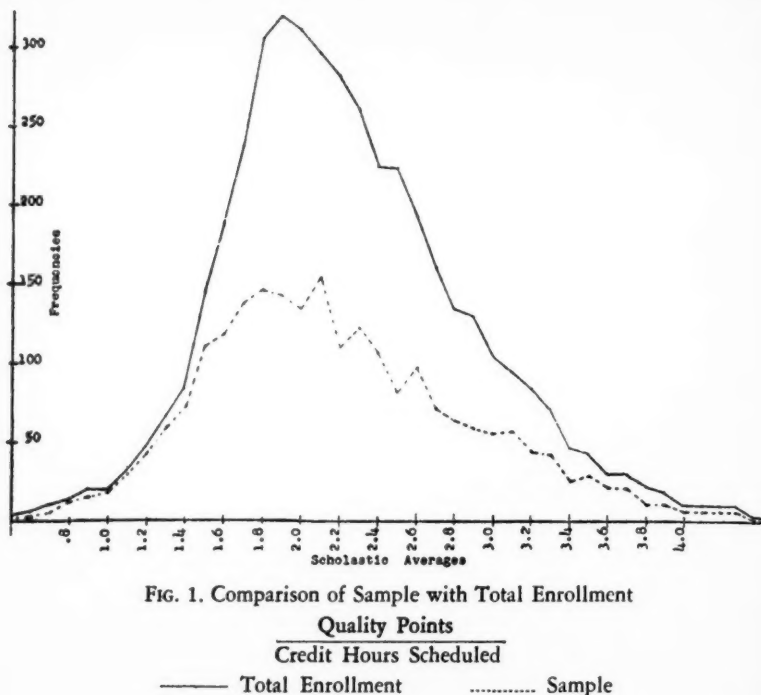
	Total Enrollment	Sample
Number	4275	2228
Freshmen	1024	963
Sophomores	1501	1092
Juniors	987	146
Seniors	763	27
Mean	2.234	2.162
Median	2.160	2.080
Mode	1.900	2.100
Standard Deviation	.623 ± .007	.689 ± .010
Percentile Rankings		
P ₉₀	3.081	3.125
P ₈₀	2.732	2.725
P ₇₀	2.500	2.454
P ₆₀	2.312	2.253
P ₅₀	2.160	2.080
P ₄₀	2.010	1.923
P ₃₀	1.885	1.757
P ₂₀	1.740	1.600
P ₁₀	1.530	1.368

¹The averages used for comparison are based on credit hours scheduled.

seniors included in the sample were students who matriculated with advanced credit from other institutions. There is, however, an advantage in the selection of this group since in general it should represent a normal group whose records have not been interrupted because of the war.

The method of analyzing these data is one of first comparing the selected sample with the total enrollment to determine to what degree the sample is representative of the total enrollment and second of studying the sample by making comparisons between the two types of computed averages. The comparisons of the sample with total enrollment may be best illustrated by means of the data as arranged in Table II and Figure 1.

The means, medians and standard deviations of both the total enrollment and the samples were tested for reliability. The differences between the mean, median and standard deviation of the total enrollment and these same measures for the sample were respectively checked for significance. It was found that these measures are reliable and that the differences are not significant according to accepted statistical standards. It is, therefore, assumed that the sample of 2,228 records is representative of the total enrollment. Having verified the



representativeness of the selected sample the next step becomes one of examining the sample to determine relationships between the two types of computed scholastic averages.

The scholastic averages of the 2,228 students were computed on a basis of credit hours earned and the results compared with the averages computed on a basis of credit hours scheduled. Some of the points of comparison are shown in Table III and Figure 2.

The two types of averages for the entire group of 2,228 students

TABLE III
COMPARISON OF TWO TYPES OF SCHOLASTIC AVERAGES

	Quality Points	Quality Points
	Credit Hours Scheduled	Credit Hours Earned
Number	2228	2228
Mean	2.162	2.374
Median	2.080	2.277
Mode	2.100	2.000
Standard Deviation	.689 ± .010	.567 ± .008
Percentile Rankings		
P ₉₀	3.125	3.158
P ₈₀	2.725	2.804
P ₇₀	2.454	2.583
P ₆₀	2.253	2.417
P ₅₀	2.080	2.277
P ₄₀	1.923	2.155
P ₃₀	1.757	2.037
P ₂₀	1.600	1.916
P ₁₀	1.368	1.750

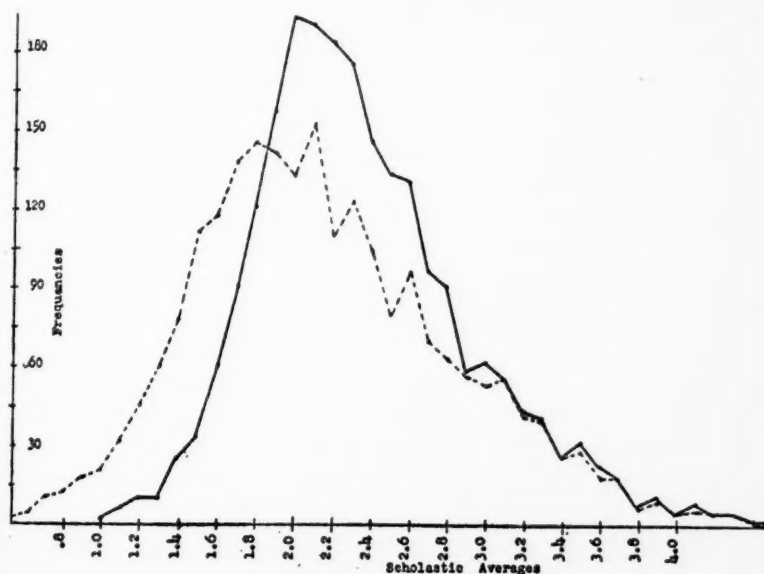


FIG. 2. Comparison of Two Types of Scholastic Averages

————— Quality Points
 Credit Hours Earned
 - - - - - Quality Points
 Credit Hours Scheduled

were correlated and the Product-Moment Coefficient of Correlation was found to be $.939 \pm .001$. This coefficient of correlation was tested for reliability and according to accepted standards may be interpreted to represent a very high degree of correlation. A high degree of correlation means that the relative rank of any individual student, with respect to the entire group, would not be significantly changed regardless of which average is used.

Comparisons show that there is numerically a difference in the two types of scholastic averages. The averages based upon credit hours scheduled are in general smaller than those based upon credit hours earned. This is especially true in the lower percentile groupings. This can be explained by the fact that whenever a failing grade is recorded for a given course the number of hours scheduled has been increased, but the failing grade has contributed no quality points.

A scholastic average computed by either method is generally expected to represent for any individual student a composite measure of academic achievement, the magnitude of which is dependent upon the quality point values of the grades assigned. It would seem reasonable to expect, therefore, that in the selection of a particular scholastic average as a minimum requirement for graduation a direct reference should be made to the definitions of the grading symbols used. For example, in this study, the grade of "C" is defined as a measure of "satisfactory" quality of work and carries a scholastic point average ratio of 2.0 per credit hour. If an average of less than 2.0 is selected as a minimum requirement for graduation it will appear that students are being graduated with a scholastic average of less than "C" or in other words less than "satisfactory."

For those institutions which base the scholastic average upon credit hours scheduled it may be desirable to choose an average of something less than 2.0 as a minimum requirement for graduation. However, if the scholastic average is based upon credit hours earned it might be possible to choose a comparable point on the distribution of averages which would be 2.0 or more. This may be illustrated by an examination of Table III. If the average based upon credit hours scheduled at the level of the 30th percentile is examined an average of 1.757 will be observed. On the other hand, if we inspect the average at the same level (30th percentile) in the column of averages based upon credit hours earned we will observe an average of 2.037 which if rounded off to one decimal would be 2.0.

According to the data in this study the selection of a scholastic average based upon credit hours earned, as a minimum requirement for graduation, would be more in keeping with the system of grading as described in this study which defines the grade of "C" as the grade for "satisfactory" quality of work. Furthermore, according to these data, the relative rank of the individual with reference to the entire group would not be significantly changed regardless of which system of computing averages is used.

A scholastic average based upon credit hours earned is a measure of positive achievement in a field of study and is not influenced negatively by a failure to achieve above a given point, known as passing. In other words, the scholastic requirements for a degree may be based upon measures of positive achievement without the influence of some previous negative achievements. Changing the method of computing scholastic averages does not necessitate any change in the academic standards at an institution because standards are established and maintained in the individual classrooms and laboratories.

SPECIAL NOTICE

In an effort to develop a national standard practice book for the AACRAO, the Special Projects Subcommittee on the Handbook is interested in receiving copies of any outlines of policies and office procedures that have been prepared for use in a particular office.

The Subcommittee will appreciate receiving these as early as possible. Please mail them to the following address:

J. E. FELLOWS, *Chairman*
Dean of Admissions and Registrar
University of Oklahoma
Norman, Oklahoma

Personality Rating Forms

A Valuable Tool in Midsemester Guidance

SISTER MIRIAM FIDELIS, I.H.M.

DURING the past twenty-five years probably no more devitalizing single factor has baffled American Higher Education than student mortality. Statistical studies show an impregnable "constant" during these years which leads us to believe that our techniques for solution are either highly ineffective or that they are mere formulae which appease the mind but never become objective remedial measures.

It is an appalling fact to face, that, on the average, half the class who enter a given college in any September will have fallen by the wayside with the arrival of Commencement day, four years later. Archibald MacIntosh, in the preface to his comprehensive study *Behind the Academic Curtain* says, "In many cases, these withdrawals are unavoidable; with the majority however, foresight and more careful planning could have prevented the waste."¹ Since this mortality has always manifested itself in marked degree in the freshman year, it is obvious that attention must be focused here. Because academic failure is "by far the chief reason for students' leaving college,"² a first approach to the solution must be scholastic. The earliest period which yields sufficient evidence as a basis for diagnosis would appear to be at the "half-way" point in semesters.

Midsemester time may be a jumping-off place for many a bewildered young freshman. Whether the mid-spot be November or April, it is charged with the same characteristic—breathlessness. We need to stop a moment for a second wind. Course grades at these points are indispensable. Everyone responsible for students must remember, however, that grades are road signs only which flash direction and are gone into the distance in a twinkling of the day's eye. He

¹ Archibald MacIntosh, *Behind the Academic Curtain* (New York: Harper & Brothers, 1948), VII.

² *Ibid.*, p. 51.

who runs may read, but if the interpretation is wrongly made, the young person being directed may come to disaster.

This is the juncture where guidance officers must become safety officers. GO and STOP signs must be given at the crucial moment. A's and B's must be investigated in the light of ability and effort; C's and D's with an added, careful analysis of character traits and intellectual habits. All grades, if they are to give the assistance they are intended to give, must be scrutinized against a pattern of the total make-up of the student who will be helped or hindered by knowing where he stands in each of his courses.

Midsemester personality rating sheets and cumulative cards, if they carry complete pertinent data and are readily accessible, can serve as an authentic guidance tool for the peculiar type of counselling which is necessary at this period. Realizing the need of such an instrument, Marygrove College introduced, several years ago, personality forms which in their fourfold value have proved to be more than a partial solution to our midsemester problems. They have

1. Challenged instructors to clarify their own thinking by providing them with a yard-stick to measure the effectiveness of their teaching methods;
2. Given counsellors tangible data on which to give direction to advisees;
3. Awakened students to the part their personal habits play in the total picture of academic achievement;
4. Increased in parents the conviction of the joint responsibility of home and college for the complete development of their daughters.

Through administrative suggestion and faculty critical thought, we arrived at forms which call for the following information from instructors:

1. Grade
2. A yes or no check as to its reliability in representing ability
3. The following personality items:
 - a. Notable for participation
 - b. Moderate in participation
 - c. Inconspicuous in group
 - d. Slow to grasp new matter
 - e. Poor in retention
 - f. Poor study habits
 - g. Apparently uninterested

4. Suggested reasons for low grades other than those inherently personal:
 - a. Unpunctual with work
 - b. Slovenly in preparation
 - c. Insufficient time on work
 - d. Too many outside interests
 - e. Persistent tardiness
 - f. Notable number of absences

It is evident that an instructor must clarify his thinking if he carefully applies this measuring instrument to each of his students; herein lies the first value of the system.

It is not a casual matter to place a student's achievement level by an A or a D if the total situation must be analyzed. "Does the grade represent the student's ability as I have had evidence of it during these seven or eight weeks—or as I have knowledge of it through a check on her test ratings?" If it does, fine; if not, why not—in the specific terms of the rating sheet? Evaluating achievement in the cool light of ability and personality traits gives a stability to gradings that prevents haphazard estimates or placement on the ability curve without objective substantiation. Accounting for the weight of personal factors in success or failure forces a conscientious instructor to "do something about it" over and above teaching "at" a group. Nothing is more challenging than individual reactions when an instructor is teaching students, not subjects. This becomes evident as he does his accounting—in writing. In addition comes the appraisal of his own teaching in terms of the number of students working below or above their ability.

For those who are weary with the very thought of the bookkeeping involved in this procedure, I hasten to call attention to the mechanical set-up of the forms. Checking is reduced to a minimum through this means.

Grades and personal ratings are required for all students, although freshman students and those under previous faculty action are the only ones officially reported on to parents. Incidentally, it takes approximately a day and a half to record findings and prepare letters for mailing.

The second value of the midsemester personal rating procedure lies in the complete data it puts into the hands of the counsellor, whose responsibility at this period is grave. Midsemester grades are tradi-

MARTINOVIC COLLEGE Detroit, Michigan Department: _____ Course No.: Sec. Credit Hours _____ Course Description: This report is the best approximation of achievement and student-traits possible at this time.		Grades B F A J		Grade Represents Ability Grade Does Not Represent Ability	Unable to participate Student is participating Work but often incomplete Participations in group Able to grasp new matter Poor in relation Unimpaired with work Slightly in proportion Participant time on work Poor study habits The most active interests Apparent intelligence Persistent hardiness No. of absences (if reliable)
1.					
2.					
3.					
4.					
29.					
30.					
Date _____	Signed _____				

tionally tentative, true; but they may be, and in fact, are, in many, many instances permanently damaging both in their direct and indirect consequences. Take Mary B. for example who has a percentile of 35 in the American Council on Education Psychological Examination. She receives a D in Spanish and is discouraged. Her counsellor faces the problem of an analysis transcending the immediate fact of the grade. If background material is not readily available, in nine cases out of ten the tendency will be to urge greater effort. Or consider Susan R. who has the same intellectual ability as Mary B. but is carrying a B in her language course. She is the type who has the knack of putting her best foot forward and the personality to convince that she has only "best feet." In short, she is a bluffer. The instructor has been taken in; the counsellor runs the same chance. Again, unless a rather complete case-history is on ready reference, the counsellor will congratulate the student but will not realize that probably an artificial ceiling has been reached which will tumble about the girl's ears under the pressure of the ensuing weeks. Then there is always the enigma of the ninety-eighth percentile type doing a scant C quality work. Urging, cajoling, hammering, will probably be equally ineffective unless the counsellor is fortified with specific

to lighten her load by dropping a three-hour subject when he realizes she has a 35 percentile speed but has been able to maintain a B-average in her high school work which comprised, however, but the bare academic essentials for entrance. Her L score is low but she is checked on all of the satisfactory personal elements and is shown to have good habits. With a lightened load, more time can be given to the language. Thus the girl may be saved to college—even if it takes her longer. But more than this, she has been saved from developing an inferiority complex. She has learned how to salvage her intellectual strength and to fortify her perseverance.

When the counsellor is certain of her bearings, she inspires the student with a confidence which makes her ready for guidance and glad to co-operate. If the counsellor can put her finger on what instructor X in mathematics feels is the reason for a C grade which in the light of high school achievement and intelligence rating should be at least B, the girl is brought up short against the brick wall of notable unnecessary absences and persistent tardiness as hurdles which she alone can vault. Her sense of values will be concretized when her attention is called graphically to the effect an over-dose of extra curricular activity may be having on her achievement. What is her purpose in coming to college? This mutual give-and-take develops in her the ability to analyze her own problems with an objective outlook and a sincere insight which will be a significant life carry-over.

Finally we come to the follow-up sent to parents. In this fourth and complementary value, we are convinced that our guidance instrument is effective in translating to parents of both successful and unsuccessful daughters the language of college appraisals. The same letter, designedly of form type, is sent to all freshman parents. It states that the report is an estimate and not a grade report. It tells them that if there are indications that their daughter's progress is not what it should be, the college will be very glad of co-operation from the parent. Then follow these statements:

- | | |
|--|--------------------------|
| Standing in all courses generally satisfactory | <input type="checkbox"/> |
| French or | |
| Standing in History or unsatisfactory | <input type="checkbox"/> |
| Biology | |
| Rated in Mathematics as failing | <input type="checkbox"/> |
| Estimated as not doing <i>best</i> work | <input type="checkbox"/> |

A list of attributable reasons is appended:

Illness	<input type="checkbox"/>
Notable absence	<input type="checkbox"/>
Persistent tardiness	<input type="checkbox"/>
Insufficient time devoted to study	<input type="checkbox"/>
Inefficient study habits	<input type="checkbox"/>
Lack of consistent preparation of assignments	<input type="checkbox"/>
Apparent lack of interest	<input type="checkbox"/>
Difficulty in adjusting to college situation	<input type="checkbox"/>

An ominous check following one or several of these items usually sets a parent into action. Twentieth-century mothers and fathers are, by and large, not self-starters in matters of discipline. We have found, however, that, given the impetus, they do a good piece of follow-up work. Phone calls, personal interviews and letters come promptly as they realize that the daughter's success in college is a joint responsibility. If a college is willing to go to reasonable lengths by way of analysis, then parents (99.5%) will be happy to co-operate. We have had interesting reactions from parents whose letter carried but one checked statement: Standing in all courses generally satisfactory. As their eyes, however, travelled down the form through the possibilities and attributable reasons, they were jolted into conjecturing what the next seven or eight weeks might bring to the daughter with her inefficient study habits. In other words, although they were grateful for the little mark which indicated daughter was in a safe zone at the moment, still it was not too much of a tax on their imagination to realize she could descend into a different category.

We hold no indisputable brief that this system is a cure-all for student mortality. Figures prove the contrary. What we know with certainty is that within our own college, we have considerably reduced the number of freshmen who have to be dropped because of academic failure. We trace this to a great extent to the fact that midsemester time here has lost much of its fogginess. Instructors approach the appraisal of their students' work with a more scientific attitude. Cause and effect enter into their conclusions with stronger force when they have to clear their subjective thinking against a measuring rod of objective evaluations. They realize disaster may lurk around the corner of careless, incorrect, and superficial estimates. Counsellors become increasingly conscious of the complexities of the midsemester period when they must account for discrepancies between

MARYGROVE COLLEGE
DETROIT 21, MICHIGAN

OFFICE OF THE DEAN OF STUDENTS

MID-SEMESTER REPORT

November 18, 1948

The following is an estimate of your daughter's standing on November 12. Our aim at this time is to summarize from faculty reports the general state of a student's work, not to give a "grade" report. If this estimate indicates that your daughter's progress is not all that it should be, we shall be glad of your cooperation in helping her to improve her standing by the end of the semester.

Standing in all courses generally satisfactory ☐Standing in unsatisfactory ☐Rated in as failing ☐Estimated as not doing best work ☐

Unsatisfactory standing or failure is attributed to

Illness ☐Notable absence ☐Persistent tardiness ☐Insufficient time devoted to study ☐Inefficient study habits ☐Lack of consistent preparation of assignments ☐Apparent lack of interest ☐Difficulty in adjusting to college situation ☐

their own grade and the native ability and previous achievement presented by the background record. The procedure is more humane as they realize that this is a crucial point involving a human being's reactions and re-adjustments to totally new elements in a situation which is familiar enough to be dangerous. Rapport is more easily set up between counsellors and students as a result of this understanding. Students are not only passively affected by the counsellors'

practical discernment, but they are given a tangible means to become "masters of their fate, captains of their destiny" through a knowledge of the techniques of self-analysis, prevention, and stimulation. Parents are faced with a new type of responsibility. The college indicates through its midsemester letter that their daughter's progress hinges on a variety of factors which include parental attitudes as salient helps or hindrances. Success is not dependent solely on teachers. It lies in the recognition of a combination of elements: study habits, extra-curricular pressures, psychological disturbances, social distractions, etc. Three-fourths of these come under the direct observation of the home where they must be handled with delicacy, tact, and firmness so that energies may be properly channeled or controlled.

This, then is our claim: with instructors, counsellors, students, and parents co-operating to the same end, the freshman year, for the most part, will be safeguarded. In accomplishing this, we shall have done our part to change the impregnable "constant" of student mortality to a "variable" which veers toward a longer span of college life.

Women's Colleges and Our Changing Moral Standards

MILLICENT CAREY MCINTOSH

WOMEN are primarily concerned with the home and with relations between people. It is, therefore, imperative for women's colleges to take an active interest in every phase of our world which has to do with the problems of everyday living. Today it is clear to all thoughtful, conscientious people that the problems of living are both serious and manifold.

Our American scene represents the triumph of mechanical genius, but the very products of our civilization seem to be enslaving us as individuals, creating a series of distressing human problems. Our overcrowded cities make life hectic and abnormal for a large proportion of our population. Our highly developed movie and radio industries often provide too stimulating and artificial entertainment. The lack of quiet family routines and the difficulty of giving children responsibility in our complicated society contribute barriers to the normal development of intellect and personality.

Thus, despite our scientific progress, we have witnessed in the 20th Century the breakdown of strong, stable personalities, accompanied by personal and community frustration. Our inability to cope with human problems has led to broken marriages, scattered families, and a paucity of home life.

Most of all, we seem to be confused about moral and spiritual values. Our generation, brought up by the rod and the Bible, prides itself in its moral tolerance, and is unwilling to teach its children the authoritative standards that were once so rigidly enforced. Because we are the products of a scientific age, and have in many cases been educated to be sceptical about religion, we have formed few positive convictions. We are confused by modern psychology, or by Hollywood, or by Dr. Kinsey.

These characteristics of our time have resulted in a number of major problems which women's colleges must take the lead in solving in order to fulfill their function of preparing women for life.

Although actual solutions cannot be defined, varying as they must

with the individual, certain goals must be set if women's colleges are to be successful in this undertaking. It is important to develop in girls especially all creative interests and gifts—in art, in music, in writing, in the theatre—to give them resources for developing happiness from within. For real intellectual training, the mastery of one field of knowledge should be encouraged. Equally important is the cultivation of a valid sense of values, so that women can take their proper place in influencing their world to abandon materialistic goals and to seek those courses which lead to the truest forms of self-development. This is one of the greatest responsibilities that fall to women, and rightly so, since they do not have primary responsibility for supporting and defending the family, and since they have the role of guiding their children in values.

It is high time that the women's colleges took strong and progressive steps toward the study of human relationships. Pioneer work in this field has been done at Vassar in the Child Study Department. All women's colleges should, however, shoulder the responsibilities for finding out where the solutions to our human problems lie. Particular attention should be given to the causes of family unrest and unhappiness, the ways in which women can be prepared to make a good family life, and the special problems of women in the professions and married women in business. We are sending out our college graduates well trained in special fields but apparently unprepared for the simplest problems of living.

The women's colleges have the greatest stake of all in establishing valid moral and ethical standards. The basis of our moral standards and the clarification of their application are of primary importance to women. They cannot accept lightly changes in established codes or experimentation in sex relationships since personal and family happiness depends on the soundness of these. The role of the women's college here lies in fearlessly teaching and analyzing current standards and practices. Students should be free to discuss frankly the bases of conduct and explore fully the possibilities for happiness in new relationships. Our teaching in the past has been too hemmed about with medical terms and theoretical standards.

Most important of all is the establishing of some ethical purpose for life. Courses in religion should explore fearlessly the great principles of living common to all faiths: those which are necessary for effective living in our difficult age.

All teachers have the responsibility of somehow conveying to students that they have positive beliefs, whatever these may be. A person who is sceptical about life and negative in his attitude does not belong in the teaching profession. Let him do research, but keep him from contact with young people. Administrators have an even greater responsibility to express clearly their convictions about life, and to develop positive, valid ideas about the business of living.

For years, colleges have been criticized for having a negative effect on the ideals of young people. This is particularly serious for women, who have been able, throughout history, to inspire men to hold worthwhile beliefs; yet those responsible for the education of women have often been particularly unrealistic in the formulation of their aims. It is time for a clear appraisal of the situation, and a concerted effort toward solving the problems that loom before today's graduates.

Last spring at the 150th Anniversary of Milton Academy, Sir Richard Livingston delivered an address which included a discussion of education. To him, education is not valid unless it produces a "vision of good", not only in the many fields covered by education, but in men and women. Let us labor unceasingly to establish this vision of good through approaching our cultural heritage, not stupidly or blindly, but with realism and understanding. Only thus will it be preserved.

Some Transitional Problems of Student Personnel Services

CLIFFORD E. ERICKSON

HIGHER education is in that transitory stage of postwar adjustments. Large but uncertain enrollments, an acute shortage of competent faculty, uncertain sources of financial support, numerous new responsibilities and functions added during the war years, and the general lack of social stability, have caused some of the many uncertainties which now face institutions of higher learning. Out of these fluctuating circumstances, however, many permanent patterns of organization are beginning to emerge.

Student personnel services are no exception to the conditions cited above. In many cases they were less well developed before the war than some of the other aspects of the college program. The war gave tremendous impetus to the development of student personnel services and as a result, we have had rapid but unco-ordinated additions. The President's Commission on Higher Education has strikingly portrayed the contribution that might come through student personnel services.¹

"The first goal in education for democracy is the full, rounded, and continuing development of the person. The discovery, training, and utilization of individual talents is of fundamental importance in a free society. To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy, and its furtherance of individual self-realization is its greatest glory."

There are several important problems which stand out as we look ahead to the role to be played by student personnel services in the years ahead. In the first place there is a growing gap between the lower and upper years of college education. The last few years have witnessed the rapid growth of independent junior colleges and the development of many general education programs in four year insti-

¹ *Higher Education for American Democracy, Volume I, A Report of the President's Commission on Higher Education*, Washington: U. S. Government Printing Office, 1947. P. 9.

tutions. In many cases these first two years have become independent organizations, quite divorced from the upper schools on the same campus. As a result of these tendencies, a tug of war is developing for the first two years of college education. Public school systems are incorporating these first two years as a part of local public school education. In still other cases, the first two years are becoming sufficiently independent so that a gap is being created between the second and the third years of college instruction. As a result of these developments, the continuity of four years of college education may be somewhat disturbed. Another sharp drop-off point will be established at which time it will become easier for students to leave their educational pursuits. The continuity of contact between a student and an adviser in an academic department will be broken. It will be necessary for the institution to establish orientation services at the third year level.

Some strong motivations for student action are being submerged. Some of the driving forces which have encouraged students to contemplate more seriously their activities for the future are no longer so pronounced. Students are getting older and older before they enter the labor market. Vocational training is being moved to higher and higher levels. Developments in general education have removed many of the incentives for vocational planning during early college years. As a result of these and other developments there are fewer incentives for college students to begin their thinking and their planning and to carry on more serious experiences devoted to implementing their occupational plans. It is becoming less and less necessary for an individual student to make plans for the future. As a result of these conditions there are certain problems which seriously confront the student personnel program. How do we work effectively with students when some of the motivations for serious study, stability of purpose, and need for future planning are gradually disappearing? What kinds of responses do we get from students when their drive for vocational planning is neither recognized, utilized, nor implemented as a part of their academic experiences? How do we develop a program of counseling which will adequately assist students during that brief period between general education and highly specialized vocational and professional training?

The selection of students becomes another complex and important problem. As our institutions broaden their facilities it becomes nec-

essary to select students in terms of the more varied and distinctive types of training offered. In many of our institutions we now enroll students planning short term general types of college experiences. Students also attend who undertake short term and highly specialized vocational training activities. In addition, our colleges enroll individuals intending to pursue four years of general education, while still other students are interested in four years of professional preparation. Our student bodies also include students who are interested in preparatory education prior to enrollment in graduate work in highly specialized fields of endeavor. The problem of selecting these students is a very difficult task and becomes even more so when we take into account changes in our concepts regarding the educability of various types of individuals. Grades and results of mental ability tests are no longer sufficient criteria upon which to base potential success in college. Progress in college is now determined in variable degrees by such factors as academic aptitude, study skills, seriousness of purpose, persistence, health, economic resources, and personality factors. All of these have to be taken into account by the student personnel program interested in more adequately selecting possible college entrants. In addition to all of these factors, the colleges and universities have seldom taken the secondary schools into full partnership in this important selection process. As we look ahead into the next half century, we need seriously to refine our selection techniques and to co-operate more actively with the sending schools.

Up to the present time, the findings of our student personnel program have had but little impact on changes in the instructional activity. If a curriculum does not meet the needs of a given student, it is a poor curriculum for him in spite of the educational wizards who have dreamed it up. Our college curriculum and our instructional practices have been largely derived from our experiences in academic and subject fields. College counselors have gathered great masses of valuable information that has been seldom used for curriculum reorganization. Counselors are constantly accumulating student evaluations and many other insights regarding the needs and problems of students which can and should be utilized for the improvement of the academic program. There are, therefore, several problems which need to be seriously considered. How can we carry on such studies of the characteristics and the needs of students as will provide a broad and realistic base for curriculum planning? How can we carry on such drop-out

and follow-up surveys as will help us measure the effectiveness of our teaching? How can we devise procedures so that the results of these and other studies may be made available by the administrator to the teaching staff? How can we keep our counseling services from being used as a repair shop for the rest of the staff? It is now important that all of us begin to utilize the findings of our student personnel programs for the purposes of reorganizing and improving all of the services carried on by our institutions.

Student personnel programs need energetic and intelligent leadership. This point of view has only recently been recognized. The importance of providing adequate leadership and effective patterns of administrative organization has been seriously slighted in the past. Many of our student personnel services consist of a series of duplicating, conflicting and unco-ordinated empires. Many college presidents have met this issue by establishing deans of students who might better be termed the "deans of conciliation." It is important that we now recognize the basic issues involved. How can we persuade the administrator at the top level so to visualize his personnel program that it may make basic contributions to the rest of the institution? How can we find administrators able to build personnel programs and still keep peace in the family? How can we develop job descriptions of the various services so that they may be integrated into a co-ordinated and effective series of activities? How can we get representation for the student personnel program at the top administrative level in order that these services may hold their own with all of the other activities requiring funds and attention?

We need to devote much more of our attention to helping students in the selection of their college experiences. Several such studies indicate that one half of all the students make at least one major change in the area of their academic specialization. Nearly two thirds of all students who drop out of school are doing satisfactory academic work at the time they leave. No one has properly estimated the tremendous number of students who were enrolled in the wrong kind of academic experiences or are not fully utilizing the many services available. If it costs from three to four thousand dollars a year to send a student to college including his loss of earnings, cost to parents, and cost to the state, how are we sure that the right people are participating in the right kind of educational activities? Several problems immediately present themselves. How can we help each student acquire adequate

self understanding so that he may make intelligent choices? How can we provide sufficient educational and occupational information so that students may be informed regarding future probabilities? How can we provide competent counseling so that each student may plan his program as a result of careful and considerate attention through counseling experiences?

Our program of student activities also needs to be considered in terms of their contribution to educational goals. A number of surveys have shown that three fourths of our college drop-outs have participated in no extra-curricular activities. Other studies have demonstrated the wide range of participation from institution to institution and from department to department. One such study indicated that in one department two thirds of the students were actively engaged in such activities while other departments in the same school had fewer than one fourth of their students enrolled. We, therefore, face such problems as these. Have our activity programs been utilized and studied to measure their educational outcomes? Have we informed students regarding the participation possibilities that are available? What steps have we taken to realize the emotional release and therapeutic possibilities of these groups? Have we extended our counseling services to help all students exploit the educational outcomes which they might find through participation in this phase of the college program?

Increasing attention is now being given to the location and the identification of potential counselees. In the past our clients have come to us from a very small segment of the school population and have represented the academic and disciplinary types of maladjustments. This is too narrow and too inaccurate a base upon which to build our counseling services. We need to be very sure that our clinics and our counseling are rendering maximum assistance to a maximum number of people. Such problems as the following immediately appear: How do we help people with difficulties which have gone on record unrecognized? How do we help people at the time of greatest counseling readiness? How do we help people with difficulties which they are unable to verbalize? How do we use symptomatic behavior to identify basic maladjustments?

Student personnel programs are rapidly developing a broader base of activities. In the past these services devoted their energies to curative types of procedures. We are beginning to recognize three

different areas of service. Adjustive help is needed by many students to become acquainted with the social patterns to which they are expected to conform. In addition, almost all of our students need a great deal of orientation information which will give them an adequate background so that they may function more effectively. But student personnel services are recognizing a far more significant contribution and stressing the developmental possibilities of each individual student. Such programs are beginning to interpret their services in terms of some basic points of view. They recognize the desire and the right of each individual to achieve maximum self regulation. They recognize the abundance of abilities and talents possessed by every human being. They recognize the fact that each student must carry the responsibility for self decision in most of the critical issues he faces. They recognize the tremendously important role that emotional elements play in the entire counseling process. They recognize the fundamental contribution that personnel services can make to other aspects of the college program. As a result of these trends, more and more attention is being given to helping students identify, mobilize, and organize their own abilities in more effective ways. More and more student personnel programs are recognizing the need for developing and co-ordinating several essential services after comprehensive surveys of the needs and characteristics of their students and of the resources and goals of the institution. Many essential activities are being developed and incorporated in the over-all personnel program. Such services include the following:

1. A program of pre-college counseling, selection, and student-centered activities.
2. An organized diagnosis and counseling service.
3. Orientation services.
4. Remedial assistance for those students needing such special attention.
5. Provision for the supervision and the co-ordination of student activities.
6. Adequate health services.
7. The supervision and educational utilization of living arrangements.
8. The provision for financial aid, loans, and scholarship.
9. Stimulating and co-ordinating religious life on the campus.
10. Providing placement and follow-up services.
11. Providing co-ordination and co-operation with the sending secondary schools.

12. Providing a comprehensive program of services to the staff including furnishing information about students, making studies of student problems and difficulties, making educational and occupational information available to the entire staff, helping the instructional staff improve their relationships with students and furnishing information needed by the staff in the improvement of curricular and instructional activities.

Student personnel services have expanded greatly during the past ten years. Some of this growth has come from the stimulus of the war years while some of it is the natural growth that has been taking place in the personnel movement for a long time. In this transitional stage, it seems desirable for us to take stock of our activities to determine where we have come from and where we intend to go. It is necessary for us to build our student personnel services as an integral and continuing relationship with the student during his entire contact with the institution. It is necessary for us to recognize the natural motivations, the problems and difficulties, the frustrations that students present to us. It becomes increasingly desirable to select our students much more carefully and on a much more realistic basis. It seems desirable to utilize our student personnel services for the continuous reorganization and improvement of our institutional instructional activities. It becomes necessary to provide intelligent and effective administrative leadership and to construct our personnel services in terms of realistic and intelligent administrative set-ups. At the same time, we can provide a great deal more assistance in helping students select and utilize the services and experiences that an institution makes available. Our student activities, our housing facilities, all need re-examination also in terms of their fundamental potential contributions to educational goals.

Finally, it seems desirable for each administrator to examine his own personnel program in terms of its completeness, its co-ordination, its supervision, its evaluation, and its fundamental contribution in meeting the educational outcomes established by the institution. Student personnel programs can make fundamental contributions. These contributions can be realized if intelligent and effective administrative leadership is provided in directing the student personnel program into more productive channels.

College Nights: a Report Adopted by the Middle States Association of Collegiate Registrars and Officers of Admission

PRESIDENT KASTNER appointed a committee of this Association to study College Nights for two reasons (1) the growing interest in the subject on the part of our members, and (2) suggestions received from high school and college administrators that we conduct such an inquiry. Although College Nights are sponsored by high schools or by groups associated with public schools, they are of concern to us because collegiate registrars and admissions officers usually represent their institutions at these conferences. It was felt, therefore, that this study would be an appropriate Association project.

Most of the members of the committee belong to this Association. However, because of the nature of our subject, we asked a high school principal to join us, so that our findings and conclusions might reflect the experiences and judgments of both of the administrative groups concerned. We appreciate his helpful co-operation.

The first aim of the committee was to become as well informed as possible on the facts concerning College Nights. This was done by reviewing the limited literature on the topic, and by having conferences with principals and counselors in high schools where College Nights are, or have been, held. The second objective was to prepare a report that would be constructively helpful both to high schools and to colleges. To this end, all of the evidence, including the opinions of registrars and admissions officers, was examined, and at a committee meeting held at Temple University last month this report was prepared and adopted.

Although there is a variation in the names, program patterns, and procedures of College Nights, the common purpose is to provide opportunity for high school students, or students and their parents, to meet college representatives and receive from them the information usually sought by applicants for admission to college. High schools consider these events as features in their guidance programs, whether they are sponsored by the schools themselves or by affiliated organizations. In some schools the scope of the objective is broadened under

the title "Career Night", and to it are invited representatives of the professions and the vocations. Delegates representing individual colleges may, or may not, be invited to Career Night programs.

Your committee has not assumed that its assignment included any obligation to make a specific pronouncement for or against College Nights. Its central purpose has been to present the facts including the expressed opinions both favorable and unfavorable, and to leave any final judgment to those who have the authority to decide. It may be assumed that high schools that are satisfied with College Nights will continue to hold them so long as there is evidence that they serve their purpose. It is equally true that college representatives will continue to attend so long as they are persuaded that the expenditure of time, effort, and money involved is justified. This implies that it is incumbent upon the high schools constantly to study their programs and procedures so that they may be sure that their feeling of satisfaction rests upon a sound, objective base. This is important because, at the close of each of these conferences, college representatives estimate their own effectiveness and the extent to which the program has been a contributing factor.

In our study we have observed that the range of high school attitudes extends all the way from complete satisfaction with College Nights to a decision to discontinue them altogether. Principals and counselors who favor the programs give various reasons in support of their conclusions. They claim the following benefits are derived:

- (1) Interest in college is stimulated.
- (2) Students and parents have an opportunity to meet college representatives and to obtain first-hand information.
- (3) Closer unity with the colleges is developed.
- (4) Attention is focussed on high school studies and student achievement.
- (5) Any weaknesses in high school curricula or guidance are revealed.
- (6) The interest of high school teachers in the guidance program is enlisted.
- (7) Parents are encouraged to give more serious thought to their children's college courses, and to the selection of colleges to be attended.

Those who do not favor College Nights offer the following criticisms:

- (1) The results accruing from these events are not commensurate with the expended effort.
- (2) In some schools the affair has assumed the proportions of a "show"; in some other schools, too much emphasis is placed upon the preliminary assembly at the expense of the group conference period.
- (3) There is some evidence of the development of competition among colleges as is shown by the use of banners and pictorial material whose chief purpose is to attract attention.
- (4) Too many uninterested students drift into these meetings and wander from room to room gathering materials intended for serious-minded inquirers.
- (5) College representatives, too frequently, travel a distance expecting to confer with a number of students only to find that the group did not materialize.
- (6) In some schools too much of the responsibility for guidance as to college entrance requirements and courses is confined to the College Night program.
- (7) Students complain that they are not allowed enough time to talk with a sufficient number of college representatives.
- (8) It is much more effective to invite individual college representatives to visit the high schools and address the students who are definitely interested in college.

From the above, it is apparent that there are arguments on both sides of this question. The statements in opposition to College Nights are not presented as criticisms by this committee of any high school or college. They are included here because they have been brought to our attention. Diversity of opinion necessitated careful committee analysis of all testimony, and we found that most of the objections were directed not so much against College Nights themselves as against certain program details the inclusion or omission of which has had detracting effects. A list of what appear to be the essential elements of the best College Nights programs is as follows:

- (1) College Nights are a part of the high school guidance program, and should not be considered a substitute for it.
- (2) Considerable student preparation should precede these programs. Preliminary sessions with the students concerned should be held by the school counselor. The reading of college bulletins and discussion of entrance requirements and college courses should be emphasized.

- (3) A careful method of determining the colleges in which students are interested should be followed. The use of a card on which the student writes his name, and indicates the colleges of his first, second, and third choice is recommended. This information should be used as the basis for scheduling students for the sessions of the group conference period.
- (4) The invitation to each college should contain a statement of the nature of the occasion, and the number of students desiring to confer with a representative of the college should be indicated. The inclusion of a list of the names of the students is considered good practice.
- (5) If there is to be a preliminary assembly, it should not exceed a half-hour in duration, and its program should be in harmony with the fundamental purpose of College Nights. An alternative to the preliminary assembly might be a fellowship period during which the college representatives would have an opportunity to become acquainted with high school officials and teachers.
- (6) For the convenience of college representatives who must rely upon public transportation facilities, train and bus schedules should be borne in mind when the time for the opening and closing of College Night programs is decided.
- (7) To conserve the time and energy of the college representatives, and to avoid the growing number of conflicts in College Nights dates, schools in contiguous locations should combine in holding their programs, or schedule them on successive days. Because of the increase in the number of these events, the clearance of proposed dates through a central state or area agency is recommended.
- (8) The name College Night clearly implies that the central significant service is that provided by the college representatives. It is obvious, therefore, that careful attention should be given to the planning of the group conference feature of the program. The following suggestions reflect good practice:
 - (a) The presence of a faculty or student committee to greet the college representatives, to supply programs and information, and to direct or conduct them to their rooms, is a desirable introductory service.
 - (b) The assignment of separate rooms of sizes proportionate to the indicated attendance is important. The use of booths in one large area such as a gymnasium is highly undesirable.
 - (c) The arrangement of the time schedule has a direct bearing upon the effectiveness of the conferences. If students have designated colleges of first, second, or third choice, then three

conference periods should be scheduled. A period of from 35 to 45 minutes should be allowed for each of the student groups. Fifteen minutes may be used for the presentation of general facts concerning the college; the remainder of the period, for questions and answers.

- (d) The assignment to each conference room of a faculty or student representative who introduces the college representative to those in attendance, lends an appropriate dignity and orderliness to the occasion. These hosts can render an additional service by attending to the registration of the students. This can be done on lists or cards furnished by the high school or the college. The mailing of bulletins and additional information by the college is thus made possible.
 - (e) Announcements over a public address system during the conference period should be avoided. From five to ten minutes should be allowed between sessions, the opening and closing of which can be designated by the sound of a buzzer or a bell. The scheduling of one continuous conference session is not desirable because of the disturbance caused by the movement of students into and out of the room.
 - (f) All interested students in grades 10, 11 and 12, and their parents, should be encouraged to attend College Nights.
 - (g) With a view to integrating the College Night program with the school's counseling service, the topics discussed during the conferences should be reviewed in subsequent guidance sessions in the high schools. Students in need of additional information should be encouraged to write for it, or if convenient, arrange for a personal interview at the college. Having met the college representative, they will be addressing their requests to an acquaintance, rather than to an institution.
- (9) As a part of their responsibility for the success of College Nights, colleges are urged to observe the following recommendations:
- (a) The representative should recognize the fact that his primary function is to assist the high school in the guidance of its college-bound students.
 - (b) Colleges should be represented, if possible, by an officer of the institution who is fully qualified to render the required service.
 - (c) If it is necessary to use alumni as college representatives, they should be briefed in advance on the purposes of the occasion, and supplied with complete, up-to-date information.

- (d) The services of the college representatives should be maintained on a dignified level. They should avoid those practices which create in the minds of the students the impression that colleges are competing for applicants.
- (e) The use of corridors for the display of posters and placards is not favored. The use of sound pictures is discouraged because of their disturbing effect.

In concluding this report the committee feels that it should indicate its awareness of the use in high schools of guidance methods that are considered alternatives for College Night programs. Among these plans are the following: (1) Regularly scheduled visits of college representatives who confer with college-bound students. (2) Conferences of college representatives with high school guidance officers. (3) Conferences for parents of students. In some schools one of these meetings is held when the children are in the ninth grade; and again, when they are in the twelfth grade. A college representative is invited to attend each of these sessions and to speak on college entrance requirements, courses, etc. These, and similar methods might well be studied by any high school as it seeks to determine the plan best suited to the local need. Regardless of the means adopted by the secondary schools to bring to their students the facts concerning colleges, the members of this Association are glad to co-operate. It is recommended, however, that all such programs be organized with the main objective in mind to the end that students may be helped, and that college representatives may be aided in rendering the most effective service.

COLLEGE NIGHTS COMMITTEE:

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Chairman

Education Abroad

A Modern Educational System in Egypt

A. H. K. SASSANI

General

THE FOUNDATION for a modern educational system in Egypt was laid down early in the 19th century by Mohammed Ali, the founder of the present Royal Dynasty. For many years, there had existed two different school systems, namely: a system of free elementary schools which aimed primarily to reduce illiteracy of the peasant masses and a partially free elementary known as primary schools designed to provide appropriate culture for the privileged class and prepare them for the secondary or higher education. The school system as reorganized by a series of decrees issued in 1928 consisted of a 3-year kindergarten education followed by a 4-year primary school for pupils aged 7-12, and this in turn followed by a 5-year high school for students, 13-18 for boys and 6 years for girls, completion of which led to a college or university.

Elementary Education

In June 1948, the Ministry of Education announced a new reorganization of general education in Egypt. The new educational system is aimed to keep pace with the accelerated advance of the country, to meet its needs and to secure equality of educational opportunity for all children alike. Elementary and primary education will be gradually merged together into one stage known as the "first stage" of education with a uniform curriculum. This stage covers a period of six years, from ages 6 to 12, and provides free compulsory education for boys and girls. At the end of 6 years, the students are required to take the public (Government) examination to be promoted to the secondary school. In the co-ordination of "first stage schools", the standards of the elementary schools will be gradually brought up to the level of the primary school. The course has been standardized for both types of schools except for the foreign language which is still taught in the 3rd and 4th primary years and is replaced

in the elementary schools by an extra study of Arabic language with a special stress on practical training. They have also added a course in civics. It seems that the diversity in subjects offered was necessitated by the various needs of Egyptian children of both sexes in rural and urban schools. The following curriculum was adopted at the beginning of the school year 1947-48.

Courses	No. of Periods					
	1st Year	2nd	3rd	4th	5th	6th
Koran Recital and Religious Instruction	2	2	4	4	3	3
Arabic and Handwriting ¹	12	12	12	12	12	12
Arithmetic	6	6	6	6	5	5
Practical Geometry	—	—	—	—	1	1
History and Civics ²	—	—	—	—	1	2
Geography	—	—	—	1	1	1
Nature Study and Elementary Science	3	3	3	3	2	2
Hygiene ³	—	—	—	—	—	—
Drawing	3	3	3	3	2	2
Practical Training ⁴	3	3	3	3	8	8
Physical Training	3	3	3	2	2	1
Total	32	32	24	34	38	38

¹ Songs and narrative included.

² Civics to be taught only in the 6th year equivalent to the 4th primary. One lesson per week.

³ No formal course is given in the first four years; however, pupils are trained in health habits.

⁴ In the first 4 years, boys' schools teach local handiwork; girls' schools teach art and needlework. In the 5th and 6th years, boys are taught handicraft; in rural areas, rural handicraft. Girls are taught needlework and domestic science, and agricultural craft in rural schools.

Under the new reorganization plan, the primary schools will be maintained until all the elementary schools are brought up to the required level. Therefore, a new Primary Education Bill has been drafted by the Ministry of Education, which differs in certain points from the old law. For instance, the admission age has been reduced from 8-10 to 7-9. This will exclude all children over 15 from primary schools. The teaching of English in the 2nd year has been replaced by more stress on history, geography and nature study. The study of civics has been introduced into the 4th grade. In all grades, practical courses will be stressed. The usual oral examination in the Arabic and foreign languages for candidates, in the Primary Examination Certificate, has been replaced by two required questions added to the written examination in order to test the pupil's command of recitation and compre-

hension of the prescribed text. The Minister of Education is authorized to institute experimental schools which will prepare their students for public or Government examinations.

Secondary Education

Under the new proposed plan for secondary education, the high school program extends over a period of 5 years for boys and girls alike instead of 5 years for boys and 6 for girls. The maximum age for admission to secondary schools will be reduced by 2 years in all classes, thus excluding new candidates about 15 and older ones above 21. The new secondary education stage consists of 2 cycles or divisions. The program for the first division extends over 2 years and is aimed to give the students a broad fundamental education which also takes into consideration the various individual aptitudes and abilities. At the end of this period, the student will take a public (Government) examination. Those who successfully pass this examination will be given an "Intermediate Certificate". The curriculum in the first division includes the following: religious instruction, physical training, and five subject-groups:

1. Languages (Arabic and a foreign language)
2. Social Science (History, Geography, and Civics)
3. Mathematics (Arithmetic, Algebra, and Geometry)
4. General Science
5. Practical Training (Handicraft, Drawing, Music and Horticulture for boys—Art, Needlework, Domestic Science, and Music for girls)

During the first year of the secondary division, religious instruction, languages (Arabic, a principal foreign language and a subsidiary one) and physical education are required subjects. Students may choose 3 out of the following four subjects according to their individual aptitudes: Social subjects, mathematics, physics, and technical subjects (this will vary with the sexes). Girls may take an extra subject instead of the subsidiary language. After the first year of the Second Division, the secondary school program branches off into three different sections, namely: Literary, Scientific and General. Only the students who have taken the prerequisite subjects of the section may be admitted to that section of the secondary school.

In the Literary section, the students are taught languages, philosophy, physical education, with special instructions in Arabic lan-

guage, a principal foreign language, or history and geography. In the Scientific section they study languages, mathematics, physics, physical education, in addition to special study of either mathematics or biology. In the General section, physical education and languages are required; in addition the student takes the three subject-groups of his choice in the first year. At the end of the third year or the Second Division of the secondary school, the student takes the final Secondary Certificate. Generally the combined grades or written and oral examinations determine success or promotion in these examinations.

Exemption from Secondary School Fees

These public examinations at the elementary and secondary level also determine the exemption from the school fee. Under the old system, students who received a certain percentage of marks in the elementary examination might have been exempted from fees, provided their number did not exceed 10 per cent of the total number of candidates. Under the new system, a pupil needs to obtain only 60 per cent in the Primary Certificate Examination in order to qualify for exemption from fees in the First Division of the secondary school. Those who receive the same percentage in the promotion examination to the Second Division will also be given exemption. In the Second Division, full exemption up to the end of the course will be granted to pupils receiving 65 per cent in the "Intermediate Certificate Examination", and half exemption to those with the grade of 60 per cent.

Other New Educational Programs

Under the new system, the Ministry of Education may establish experimental schools where the students are prepared to take the Intermediate and Secondary Certificate Examinations, according to the rules and regulations of that Ministry. For the boys and girls of elementary schools who are unable to continue their studies in secondary schools, supplementary courses have been prepared, whereby they will obtain basic training in commerce, industry or agriculture in order to enter a practical trade. Similar studies have been organized for the graduates of Intermediate Technical Schools (commercial, agricultural, and industrial) to raise their technical standard and to qualify promising graduates of industrial schools for admission to the Higher Institute of Engineering.

The steady increase in the enrollment and other educational activities, has forced the Government to launch a ten-year program for construction of school buildings. In the meantime, the Ministry has a working teacher training program and a vigorous anti-illiteracy campaign which is steadily proceeding with the task of combating illiteracy among males between 12 and 18 and females between 12 and 15. The law enforces upon all employers who employ more than 30 people and well-to-do landowners the responsibility of instructing their illiterate workmen at the employer's expense. The Ministry of Defense has a program for teaching illiterate soldiers in the Army. The Prisons Department carries out a program of teaching illiterate prisoners who serve sentences exceeding nine months.

Higher Education

Fouad I University, founded in 1909, has grown from a small lecture group to a full-sized university with 13,478 students (1947-48) registered in ten different faculties or colleges, namely: Faculty of Arts and Letters, Faculty of Science, Faculty of Engineering, Faculty of Law, Faculty of Medicine, Faculty of Dentistry, Faculty of Pharmacy, Faculty of Agriculture, Faculty of Commerce, and Faculty of Veterinary Medicine. The main campus is located at Giza, Egypt.

Admission to any college of the University is by Egyptian Secondary School Certificate (Second Division) or its equivalent. Usually priority is given to graduates with high scholastic record. The course for the B.A. or B.S. degree extends over 4 years except the School of Medicine which requires 6½ years for graduation. The University also offers graduate degrees. The tuition fee in all colleges is \$120 per year except in the School of Medicine where it is \$200 per year.

Farouk University, named after the present king of Egypt, originally was operated as a division of Fouad I University. In 1942, it was formally inaugurated as a separate university. It has a total enrollment of 4,541 students distributed among the following seven colleges or faculties: Faculty of Arts, Faculty of Engineering, Faculty of Medicine, Faculty of Commerce, Faculty of Science, Faculty of Law, Faculty of Agriculture. The University is located in Alexandria, Egypt. Its admission and graduation requirements are the same as in the Fouad I University.

There are also separate Higher Training Institutes for men and women teachers; Higher Institutes of Agriculture, Commerce and Fine Arts. Admission to these Higher Institutes is by a high school certificate. Generally, they are 4-year courses and they award a Certificate to their graduates. During the school year of 1947-48, the Higher Institute of Arts was divided into five independent institutes with different programs for training girls in specific fields according to their capacities, namely: the Institute of Domestic Sciences and Art of Embroidery, the Institute of Fine Arts, the Institute of Physical Training, the Institute of Social Services and the Musical Institute. The courses in these institutes cover a period of 3 years, with an additional year for graduates qualifying for teaching. The courses include education, psychology, practical pedagogy, and special methods. In the Musical Institute they study two more years instead of one.

Al-Azhar University was established in 970 A.D. in Cairo by the order of Gowhar Al-Kaid, viceroy of the Caliph Al-Moezz-Lidin-Ellah. It is the great center of Islamic learning. The curriculum includes the study of the Arabic language, the Mohammedan religion and Mohammedan Law. The University and the six other Mohammedan centers of learning in Egypt which are its branches, namely those of Alexandria, Tanta, Assint, Zagazig, Damietta and Dessuk, all come under the authority of the Religious Institutions Department, each institution having a Head Sheikh, while the whole organization is under a Rector and an administrative council presided over by the Rector. The University has a Primary, Secondary and Higher Section.

The Higher Section is divided into the following three faculties, each offering a four-year program:

- (1) The Faculty of Arabic languages offers the following subjects: Grammar, etymology, morphology, logic, rhetoric, Arabic literature and history, history of the Arabs before Islam, history of Moslem countries, exegesis, traditions of the prophet, principles of Mohammedan law, composition and philology.
- (2) In the Faculty of Mohammedan law the curriculum includes the following subjects: Exegesis, traditions of the Prophet including the study of the texts, authors and terminology (Matn, Rigal and Monstalah), principles of Mohammedan law, history of Islamic jurisprudence, Mohammedan law and the comparative study of rites in regard to fundamental ques-

tions and the *raison d'être* of the law (Hikmet-el-Tashrie), Arabic literature, rhetoric and logic.

- (3) The curriculum of the Faculty of Principles of Religion includes the following subjects: Monotheistic Divinity and the elaboration of a polemical system in refutation, current doubts and heresies, logic and debate, philosophy and the criticism of anti-religious conceptions, ethics, exegesis, traditions of the Prophet, Arabic literature and history, history of Islam, psychology and rhetoric.

The University aims to prepare Islamic priests, preachers, judges, lawyers for Mohammedan law courts, and teachers in Arabic language or subjects dealing with Islamic religion. The general administration of the University is vested in the Supreme Council of Al-Azhar presided over by the Rector. The Council is constituted of the following members:

The Rector of Al-Azhar University

The Vice-Rector of Al-Azhar and the Religion

The Grand Mufti of Egypt Institutes

The Deans of Faculties (Sheikhs)

The Under-Secretary of State of the Ministry of Justice

The Under-Secretary of State to the Ministry of Religious Endowments

The Under-Secretary of State to the Ministry of Education

The Under-Secretary of State to the Ministry of Finance

Two members of the body of Grand Ulemas (Moslem Religious Leaders) nominated by royal decrees for 2 years

Two other members by royal decrees.

Editorial Comment

Financial Discrimination?

A GREAT many students in junior colleges do not plan to transfer to a four-year college. The fact that 36.9 per cent of those enrolled last year were specials shows as much.¹ Nevertheless, when over 500,000 students are enrolled in junior colleges throughout the country, we must assume that a good many plan to transfer if they can. More and more, students have been attending publicly controlled junior colleges in or near their homes, very often as an economy measure, in the hope of taking their last two years in some degree-granting institution. More students attend privately controlled junior colleges as the years pass, and of them quite a few plan to transfer if they can. Nor can we assume that all who attend such privately controlled institutions are not practicing economics, for 56 per cent of those junior colleges are operated under denominational auspices, and may or may not be less expensive than degree-granting colleges.

The proportion of publicly to privately controlled junior colleges varies geographically, and so, in consequence, do the numbers of students enrolled. It is in the East that we find states with privately but no publicly controlled junior colleges, and in the West states with publicly but no privately controlled junior colleges. (There are no junior colleges in Nevada and New Mexico.) More than that, it is in Eastern states that we find a great preponderance of junior college students in privately controlled junior colleges, whereas in the Western states the great majority are enrolled in publicly controlled junior colleges.

If we assume—and it is pure assumption—that students in large junior colleges and small, in Eastern and Western, in publicly and privately controlled, have equal opportunities scholastically to prepare themselves for transfer if they wish, we cannot assume that they have equal financial status. When we know that many students stay at home to do two years of college work because they cannot afford

¹ Figures are taken from the *Junior College Directory*, 1949.

to go elsewhere, we know that they are financially in a different category from those who attend nondenominational privately controlled colleges. For many of our students in junior colleges, therefore, the newly-instituted Tests for Transfer Students, sponsored by the ACE and the CEEB, presents a problem not of an academic nature.

We may assume that, like the tests given to students at lower levels in the educational program, the Intermediate Tests should be valuable in judging the ability of those who take them, to continue with college work. It is more than likely that they will give at least a psychological advantage to those who take them over those who do not. A junior college student who can afford to pay ten dollars² and go to a place where the tests are given will be to some extent better off than one who cannot.

Colleges that require the Intermediate Tests in addition to the entrance tests of the CEEB will handicap junior college students who simply do not have ten dollars to spare. If those colleges will drop requirement of the entrance tests for those who take the Intermediate Tests, they will iron out some inequalities in opportunity. On the other hand, if colleges that do not require the CEEB entrance tests set up a requirement for the Intermediate Tests, they will add a handicap.

There is, moreover, good reason to doubt whether any test that can be devised will tell the accepting college any more about its applicants than it can learn from its standard psychological tests together with the two-year record in the junior college.

However much adjustment may be made, there is considerable probability that the establishment of the Intermediate Tests will make slightly less accessible to impecunious applicants a number of colleges in which they might do satisfactory work. At a time when educators are pondering ways and means to make education fully available to all those who can profit by it, an additional ten-dollar testing fee for transfer may serve to restrict advantageous geographical as well as academic distribution of college students.

S. A. N.

² If he is a Jew or a Seventh-Day Adventist it will cost him fifteen dollars. The *Bulletin of Information* says (p. 6): "Sunday Administration (for students who present satisfactory evidence that their religious convictions prevent their taking the tests on Saturday) . . . \$5.00"

*Times Out of Joint**

A RECENT press release from the University of Chicago quotes Chancellor Hutchins as referring to "the great paradox of our time: the trivialization of life." As he so often does, Mr. Hutchins has here expressed in a terse phrase an idea that deserves amplification and study.

"Trivialization" is not necessarily synonymous with "frivolity." Frivolity is a temperamental inability to be serious about anything. It has been the curse of various societies in the past, but our trouble is different. Our trouble is that we are deadly serious about inconsequential things, and we use all kinds of childish escape mechanisms to avoid being serious about the things that really matter.

To see what Mr. Hutchins is talking about you need be neither priest nor prophet. Anyone who knows much about American life can see it. Think, for instance, of the terrible degeneration of the radio in the last few years. Consider how few hours out of the week your own set is in use. Time was, not so long ago, when it brought you the world's great music, great plays, good speakers, talented comedians, serious and effective reporting of the events of the day. Now, to what depths of triviality have we descended! Even the quiz programs used to be good entertainment, intelligent and stimulating—you could be caught listening to them without feeling sheepish about it. Now they are exercises for morons, with yachts and washing-machines offered as prizes to participants who can make themselves appear for a few seconds to have risen above the intellectual level of the fourth grade. The result is that thousands of radio sets, potential instruments of entertainment and culture and spiritual growth, now stand silent, or if they are used at all it is either at long intervals or else for the transmission of audible rubbish.

Television was heralded as the great new medium which would enrich the lives of all of us. It could be, indeed. But you can gaze at television hour after hour and see nothing but the most appalling trash. The great new medium has shown no signs whatever of making any contribution at all to the intellectual or the artistic or the spiritual life of our people. All it does is help them kill time, and there are grounds for the suspicion that for millions of Americans killing time

* Condensed from an address before the West Virginia Association of Collegiate Registrars at Clarksburg, October 13.

has become the great substitute for achievement.

Or witness the dreadful degeneration of American popular music. From the lovely melodies of Stephen Foster and Victor Herbert, down to rag-time, down to jazz, down to jive, down to boogie-woogie, and down to a form so low that it is dignified by the title of be-bop. The next turn of the downward spiral will bring it to the point where there will be no suitable syllables to name it, except a rude sound made by blowing through the lips.

Look at the comic book, so called. It is never comic and it does not deserve to be called a book, but it has become the mental pabulum of children of all ages. For one thing, it saves them the labor of reading. It is another effortless way to kill time. What it will do in the long run to the taste and the standards of our people is appalling to contemplate.

If more examples were needed, you might consider how the movie moguls of Hollywood have prostituted their pitiful art, and go on pouring millions into the production of the tawdriest rubbish. The indisputable fact that they now and then turn out a truly great picture only emphasizes the shoddiness of most of their output. Although, be it said, the fact that most of the great pictures make money is a hopeful commentary on the essential good sense of the American public.

It is needless to labor the point, or to weary you with more examples of what you can see for yourselves: that as a people, we are witnessing the progressive degeneration of our standards of taste, our sense of values, our judgment of what is sound and true and valid. Millions of us know better; millions of us are alarmed and resentful over the vicious process, but so far we are powerless to stop it. And as a result, in this most crucial time in all history, when civilization is threatened with obliteration, when men must either learn to live together or die, the American people—the only people in the world with the intelligence, the power, the stamina, the genius, and the essential good-will to solve the world's problems—are being lured into senseless pursuit of all that is trivial and cheap and ephemeral. We do not like to read; we do not like to be made to think; we should much rather be amused than instructed, and fun is more important than wisdom. Not for all of us, but for far too many.

It would be idle to say these things to an audience of educators, except for the profound conviction that the colleges are partly to

blame for the trivialization of American life, and that at the same time they possess the only remedy for it: the only antidote that will stop the poison.

We are partly to blame because we have been guilty of trivializing values ourselves. We have not always been careful to put first things first. The popular notion that a campus consists of a stadium surrounded by night-clubs is an illustration of this. Not long ago the Ohio papers carried an item (on the sports pages, to be sure) about the new press-box the Ohio State University is building in its stadium. How much do you suppose that press-box is to cost? Two hundred thousand dollars! What could your institution, or any other, do in an educational way with one-fifth of a million dollars? But it is to go for a press-box, a place where reporters will sit in electrically heated comfort and write thousands of words about the struggles of earnest young men to push a hollow ball across a chalk line, in the sacred name of higher education.

Nor is the athletic program the only way in which we have cheapened educational values. It seems reasonable to suppose that academic credit should be connected with the life of the mind. But lots of us give academic credit for working up a sweat on the gymnasium floor. A colleague says, "My institution has a course in the repair of musical instruments. We give college credit for it. The Home Economics department has a course on how to fix a leaky tap and tighten a loose connection on the toaster. It carries college credit. We have a course in the theory of baseball, and it goes on the permanent record alongside credit in philosophy or calculus or economics. At least it would, if anybody who took baseball ever took one of those other courses. I say these things with deep humiliation which is mitigated by the knowledge that the rest of you have courses like that, too."

The trouble is rooted in the fact that we are not clear enough in our own minds about what we want to do. Nobody has yet settled the controversy between liberal and vocational education. We are not sure whether we want to teach students the art of living or the techniques of earning a living. If we stop to reflect, it becomes apparent that we should be doing both, because it goes without saying that a deep appreciation of the art of living is a useless asset to a man who does not know how to earn enough to live on. And on the other hand, if we are only to teach the tricks of various trades, we might as well go out of existence and give the vocational schools and the

second-story business colleges a chance. The truth is, of course, that if we are to give society the utmost return for its investment in our institutions, we must develop leaders of men, endowed with skills and knowledge which they can turn to advantage in their chosen occupations, together with a profound awareness and appreciation of the enduring things of the mind and the spirit. Too often we are concerned with the first of these objectives to the exclusion of the second. For principles we substitute skills; for ideals we are substituting expediences. We are not always clear as to the distinction between a wise man and a wise guy, and when we produce a crop of the latter we are apt to forget that what we set out to develop was a harvest of the former.

So much for our share of the blame for the trivialization of life. Now what are we to do about it? On the answer to that may well hinge the fate not only of American life, but of civilization itself. For the schools and the colleges are the last stronghold of standards and ideals. Our generation has largely lost the habit of looking to the churches to supply its leadership or set its standards. For that perhaps the churches themselves are to blame, but that is another matter whose discussion is hardly relevant here. But the impotence of the churches leaves education almost alone to set the tone; to speak out above the blare and ballyhoo of our nerve-jangling times; to counteract the degenerative diseases by which we are attacked.

Higher education itself is under ceaseless and insidious attack. Not from its enemies: it has almost no overt enemies; but from those who believe in it and support it, and who think that high standards are admirable—for everyone else. The trustee who wants to keep his friend's son from being dropped. The alumnus who wants some stupid moron admitted to the freshman class. The student who wants his grade raised and who has been brought up to believe there is one law for him and another for the rest of the world. The coach who wants the eligibility rules relaxed so that some brawny idiot can play. The faculty member who reads his lectures out of his graduate school notebook. Have you encountered any of these? Do you see why the preservation of standards calls for unwavering vigilance and unflagging integrity?

That must be our first concern: the upholding of educational ideals at any cost. We dare not let them be cheapened, as so much that is fine and precious is being vitiated by our terrible absorption with the trivial.

Our next concern is with student attitudes. We have all seen how many students would rather evade a responsibility than assume it. Many of them think that a duty successfully shirked is as good as a duty discharged. If one of them can find a good excuse for not doing something, he thinks he is entitled to the same rewards as if he had actually done it. He couldn't do that term paper because he broke his glasses, and he is aggrieved if his grade is lower than that of his classmate whose term paper was excellent. To a certain extent we have to be hard-boiled about that. *If we can send out our students imbued with the stubborn idea that nothing less than their best is ever acceptable, we shall have done more for them than we could do in any other way.* Moreover, if we can supply American society with successive waves of potential leaders in whom that principle is firmly ingrained, we shall have set an entirely adequate back-fire that will successfully combat the flames that are eating at the fringes of our social structure.

There is nothing new in this: it is what thoughtful educators have been trying to do since the beginning. But it has become increasingly difficult because of the outside forces about which we have been talking. You may attribute the difficulty to the general let-down that follows a war if you want to; it is doubtful whether that has anything to do with it, but many people think it has, and it would be hard to prove they are wrong. More likely it began when the last war was only a cloud on the horizon: when the present crop of college youth were being coddled through kindergarten and pampered in the primary school, so that what we have to combat is a flabbiness that is of long standing and that in many cases was not corrected even by the rigors of military discipline.

It is a task that calls for great singleness of purpose. It calls for unyielding insistence upon valid standards. It calls for discipline: not the goose-stepping, I'll-do-your-thinking-for-you discipline of the military, but the firm self-control of the scientist and the scholar. We hardly need to become ascetics, but we certainly need to master the difficult art of assigning each aspect of life to its proper place.

All that we have said here was said long ago, in just thirty-nine sonorous words, by one of the world's great teachers: "Whatsoever things are true, whatsoever things are honorable, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are gracious: if there be any virtue and if there be any praise, think on *these* things."

Book Reviews

S. A. N.

Russell, Bertrand, *Authority and the Individual*, New York: Simon & Schuster, 1949. Pp. 79.

In his first sentence, Bertrand Russell makes clear his purpose in the six Reith Lectures given over the BBC. He proposes to consider, he says, how we can "combine that degree of individual initiative which is necessary for progress with the degree of social cohesion that is necessary for survival." Beginning with a brief survey of man's loyalties and competitive instinct, he not only declines to suppose that such instincts will disappear, but he also insists that we should probably be badly off if they were forced to do so. Our problem is to channel them into reasonable activities.

This is a time of such regimentation as has never before appeared in human history. Thanks to development in techniques both governmental and scientific, a totalitarian state can not only eliminate those whose opinions are troublesome, but it can prevent the publication of those opinions in any way. As governments take over more and more control of human affairs, individual ability has less and less chance to make individual contributions to human welfare: more and more the individual must work in an administrative and co-operative framework. We endanger initiative and the creative impulse.

We are furthermore faced with a conflict between liberty on the one hand, and justice and equality on the other. In the attempt to produce a just society for equals among men, we endanger that liberty, attended by risk and danger to be sure, to make of one's life what one will. We lose the excitement and the glory of such competitive activity as makes life vigorous. We are in danger of falling into such apathy as has attended the growth of great empires in the past. Regulation of greedy activity is necessary for general welfare, but regulation of many human affairs results in indifference in individuals.

Security and justice can result only from centralized control, but at the same time individual initiative alone makes for progress. The solution seems to be in delegation of as little control as possible to central authority, and the encouragement of competition under more localized controls. Control of opinion anywhere is fatal to progress.

There is among us entirely too much concern with the morrow. We grow progressively unable to enjoy anything at the moment of its appearance, because of our preoccupation with what is coming next. We live

with only means in mind, and never ends. We forget that politics and other social organizational activities are, or should be, only means to the end of individual enjoyment of life and activity that is a delight in itself. We need a re-evaluation of our own activities and those of our governmental administrators and lawmakers. The control of our affairs by remote authorities saps spontaneity, and without spontaneity there is no progress. We are in danger of getting stuck in our rut.

Our problem is to find the use of our competitive and creative abilities and instincts that will make life easier and more delightful for ourselves and all our contemporaries. To this extent our educational facilities and the activities of our educators are immediately concerned. We can get nowhere by repeating phrases designed to frighten or coerce men into conformity; we can only destroy ourselves by letting our instincts express themselves in destructive activities. How far we can educate both ourselves and our successors in the way to enjoyable survival is the question that is to be answered by our educators, and the answer is to be implemented.

Writing with his customary lucidity and urbanity, Mr. Russell presents his thesis with inescapable clarity. *Authority and the Individual* is basic reading for all those who hope to educate for world peace and for individual happiness and progress.

Fife, Robert Herndon (Ed.), *An Analytical Bibliography of Modern Language Teaching*, Vol. III, 1937-42, Compiled by Clara Breslove King and Clare Balluff, New York: Columbia University Press, 1949. Pp. xiii-549.

This is a descriptive bibliography of the best articles, theses, and books in the field of modern languages over the year 1937-42, from the journals listed in the book. The editor states that there is no guarantee that all the items of importance are included; he might have added that not all the items included are of importance. About one third of the projected material was dropped because of the shrinkage in the value of the dollar during the war years, but even with all this elimination and the original pruning there is still good evidence that many scholars and teachers write "most times for lucre and profession," in Bacon's phrase, and not to add something new and valuable to the literature in their fields.

But the book itself is excellently done. The introduction is competent and thoughtful. The editor points to the sharper objectives evident in the period, the closer integration of languages with cultural studies of foreign areas, and the first stirrings of the army method, with all the claims made for it, some of them fantastic. He points out that many of the older teachers were not stampeded by the "new" method, partly because some of it was not new at all, and partly because of the realization that after the

war curricular limitations would be in the way of a whole-hearted adoption of the army method with its extreme demands on the time of the student. In connection with the army method he mentions two books with extensive bibliographies, which may be used by those who do not care to wait for the summaries of some of the items that will appear in Volume IV of this series. And finally he informs the reader that the old Committee on Modern Languages of the American Council on Education will be broken up with this issue. It deserves sincere praise for a much-needed job, which it has done exceedingly well.

The main body of the book is divided into twelve sections of which those on "Aims, Materials, and Method" and "Curricula—Syllabi" are the longest and contain by far the dullest items. The problem of grammar and close reading *vs.* extensive reading and cultural aims is solved over and over again. And there are other problems, equally vague, and they too are thrashed out to triumphant but indecisive solutions. It is a sharp (perhaps dull would be better) reminder that the futile debates of the Middle Ages have not yet died out in scholastic circles. There is growing evidence of contempt for the old grammar-translation method; this in spite of the fact that so many of our distinguished scholars and writers and scientists learned their languages, and learned them well, from teachers who were so benighted as to have faith in the method and to use it. The younger and more modern teachers want to substitute realia and projects and booths with receivers and records and informants and what not. Some of this is good, very good, but certainly the whole trend can go too far.

To judge by the quotations and by the material that I have read in the original form, some of the writers included owe a large debt to the analysts and to the editor for the new and improved style in which their work appears. And the good writers have no cause for complaint. The summaries are clear, well written, and to the point. They show a good grasp of the many subjects handled in the book. Occasionally judgment is passed on an item that is too vague or far-fetched or on some claim that is considered preposterous. The judgment is always objective and scholarly. There might be more of this, especially in the Curricula-Syllabi section, where it is most often needed. Once in a while there is a quotation that points the summary neatly or shows nicely and unobtrusively the inadequacy of the item being summarized.

Where the reader or investigator is interested in some particular field, he will find it readily enough through the table of contents with its many sections and sub-sections; unfortunately, however, he will then be obliged to leaf through all the summaries in his particular section or sub-section to find those that may be of especial interest to him. Where he approaches

the material with some definite author in mind, the index of authors will give him a quick reference. An index by subject would be extremely useful, but it would undoubtedly be too inexact and too long.

A young teacher who has no opportunity to talk over the presentation of the subjunctive, let us say, with his fellow teachers may check in this book and find, perhaps, just what he needs or wants. Older teachers, who do not have access to all the journals summarized, may find the book useful as a check on the new material published, and they, too, may find some useful hints on method or on the many other problems in modern language teaching.

If some of the summaries are dull, the fault is in the original items and it would suggest that the editors of the journals from which the dull articles were taken should exercise a greater severity in their selection of material. If there is a great deal of repetition, as there is even in this selection, perhaps the same moral would apply. If the editors become more highly selective, the writers themselves may strive for quality rather than quantity. The final fault lies with the editors of the numerous scholarly journals. It is a disquieting thought that this very book, which is done so well, will be used as a hunting ground by many teachers and scholars who feel the need to write another article. The consoling thought is that some of the resulting articles will be done well and will add to our fund of useful information and knowledge.

All in all, much of the material that is included deserved to be summarized; in some cases the reader will be tempted to go or will go to the originals. And it is a sincere satisfaction to find a book like this, which is done so carefully and so intelligently.

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Flesch, Rudolf, *The Art of Readable Writing*, New York: Harper & Brothers, 1949. Pp. xiv + 237.

Here is a book that should be read and taken to heart by everyone who makes a living calling his fellow men to action. This includes all legislators, news writers and commentators, social scientists, men in Holy Orders, and the compilers of college catalogs. The next meeting of the Modern Language Association could advantageously throw away a few learned papers and substitute a discussion of Mr. Flesch's *Art of Readable Writing*.

The main thesis is this: many writers daze their readers with zig-zag sentences, anesthetize them with abstractions, gag them with a turgid

vocabulary, and finally strangle them with knotty clauses. Mr. Flesch pictures a perfectly intelligent fellow with a few sensible thoughts, sitting down in front of his typewriter. Suddenly the would-be author loses his wits and resolves to abandon his everyday way of saying things in favor of producing an opus that will awe his readers and make them appreciate what an overwhelmingly clever writer he really is. What, Flesch asks, was in the mind of the official of the Veterans' Administration who wrote, "The non-compensable evaluation heretofore assigned you for your service-connected disability is confirmed and continued"? The official was trying to say, Mr. Flesch explains, that there hadn't been any change in the veteran's physical condition and so he still wouldn't get any money.

The cure for such gobbledegook is to use shorter words and fewer of them, write the way one speaks, and make plenty of references to Tom, Dick, and Harry. The book abounds with examples of both good and bad writing, along with many specimens of bad writing that have been converted into good. The author's own style reveals that he practices what he preaches. He has a good ear for writing.

However, the book has a grave fault: in its plea for easy and interesting writing it fails (like *The Tyranny of Words* and many other productions of the semanticists) to differentiate between reporting and literature. For the greater part, this book is concerned with writing that deals with events. In his backward glance over English and American literature Mr. Flesch finds many a culprit. True, parts of the Bible and Shakespeare, Swift, Defoe, Mark Twain, and a few others escape the general court-martial; on the other hand, Sam Johnson, Gibbon, Conrad, and Hardy are sent off to the firing squad. That Swift and Defoe wrote more in our tempo than Johnson and Gibbon is perfectly evident. One could even go on to say that the style of these latter men should not be imitated today. Nevertheless any formula is dangerous which proves that Johnson, Burke, Pater, and Henry James are dust-covered museum pieces.

It may eventually come to pass that our age will become noted for a prose style that could make the birth of quintuplets, the discovery of a new deodorant, or last night's meeting of the Benevolent and Protective Order of Elks sound interesting and significant without using up the reader's brain or much of his time. Many worthwhile thoughts can't be put into little words, into direct discourse, or into incomplete sentences. Many can't be made brief and interesting enough to go into the *Readers Digest*. That Mr. Flesch would agree with much of this is quite possible, but, however good his intentions, the fact is that this book is going to have a bad effect on beginning writers (and readers). After applying Mr. Flesch's ingenious tables of evaluation to Bertrand Russell (dull, very difficult) and today's installment of Moon Mullins (dramatic, very

easy) some young philosopher may decide that he should use Moon as his model—or, worse yet, he may come to the conclusion that he should think like Moon rather than Bertrand.

Let us by all means go along with Mr. Flesch and try to write as concisely and forcefully as possible. But let us keep in mind that Shelley and Conrad and Russell and Einstein couldn't possibly write like the bright young men on the *Tribune* and *Time*—their thinking isn't quite the same.

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Curti, Merle and Carstensen, Vernon, *The University of Wisconsin*, Madison: University of Wisconsin Press, 1949. 2 vols. Pp. xviii + 739, x + 668.

The state universities are an excellent exemplification of the old adage, "great oaks from little acorns grow." Like the oaks that survive infancy, the state universities had small beginnings, early periods of slow and uncertain growth, some setbacks, intense competition; and they finally emerged in a form and with a strength that make for long life.

Perhaps no state university excels Wisconsin as an example of acorn-to-oak development. Following the setting out in territorial days of a number of university "acorns" that did not grow, the "acorn" that did grow was planted on July 26, 1848, by the enactment of a law by the state legislature of Wisconsin. The development of the institution from its tiny beginning to its full stature is the subject of the 1,400-page book under review. Published in commemoration of the hundredth anniversary of the founding of the university, the book is devoted almost entirely to the period 1848-1925, or about three-fourths of the institution's first hundred years.

The reader of the book is likely to be impressed by the numerous similarities between the experiences of Wisconsin and those of many other state universities. These include the commercial as well as the educational motives involved in the founding; the struggles for financial support; the problems of defining the institution's purposes and fields of action and of obtaining public acceptance of the definitions; the antagonism of the sectarian colleges, by which the state universities were often regarded as "godless"; the occasional helpfulness and the probably more frequent destructiveness of partisan politicians; the development of mutually helpful relations with various interest-groups, which upon occasion may become pressure-groups; the long and hotly debated question whether women are people and hence admissible to the universities;

the accusation that the universities are hotbeds of unpopular ideologies; the difficulties and perplexities surrounding academic freedom; and many others. All these Wisconsin has survived, usually with increased strength after each survival. All these are discussed in the book—interestingly, informatively, cogently.

Two of the distinctive features of the University of Wisconsin are the extent to which the institution concerns itself with the everyday problems and interests of the people of the state, both economically and governmentally, and the degree to which the university has maintained academic freedom. A third important feature is the fact that the university has developed and maintained a large program of scientific research in fields ranging from agriculture to zoölogy. These and other features are discussed at length in the book.

It is regrettable that the authors omit all but an occasional brief reference to the last twenty-four of the first hundred years. For example, although Glenn Frank is mentioned a time or two, virtually nothing is said of his 12-year presidency. Frank's successor, Dykstra, is mentioned briefly in the text but is not named in the index and virtually nothing is said of his 8-year presidency. The experimental college, known variously as Glenn Frank's experiment, the Wisconsin experiment, and Meiklejohn's experiment, is barely mentioned as "a program which did indeed break new ground." Such virtual omissions are understandable and of course quite pardonable, since the book is labeled "1848-1925"; but they are nevertheless regrettable.

Perhaps the two most notable parts of the book are the description of the events leading to and including the regents' 1894 declaration on the freedom of research and teaching and the Van Hise address of May 23, 1913. The book is dedicated to the regents' declaration and it closes with the full text of the Van Hise address.

In the famous address, Van Hise quoted James Bryce's statement that "a university should reflect the spirit of the times, without yielding to it," a statement somewhat more hopeful than the old French dictum, "Society demands that the school be in its own image." He also expressed some highly significant views of his own. One of these: "No man knows everything about the simplest thing. The facts involved in the constitution of a grain of sand are far beyond our present knowledge—indeed are beyond the knowledge that any man shall ever have. All knowledge is incomplete. It is the duty of the University ever to move toward completion, with the certainty that it will never reach perfection anywhere, at any time, with regard to anything."

In an admirable postscript, the authors undertake to state in a few words the factors underlying the development of the University of Wis-

consin. They conclude: "These elements, then, good men, sufficient funds, freedom in research and teaching, and able leadership have been basic in the emergence of Wisconsin as a leading state university."

What the universities do—and are permitted and enabled to do—has been and will continue to be a major factor in determining the nature of our civilization. Anybody who is interested in this fact might read this book with interest and profit. For the book is replete with information about difficulties with which a university must contend and about some of the methods by which the difficulties may be overcome and by which a university may function effectively in the public interest.

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Whittaker, Edmund, *Space and Spirit*, Hinsdale, Illinois: Henry Regnery Co., 1948. Pp. 143.

There is much demand nowadays for integration of disciplines, or at least of the knowledge resulting from inquiry in various fields. More and more we find knowledge as such unsatisfactory, and seek ways and means to make it available in the search for wisdom. Sir Edmund Whittaker, Professor of Mathematics at the University of Edinburgh, has accomplished, in *Space and Spirit*, a work of integration that may serve as a model. It is profound but lucid, comprehensive but very brief, and although concerned with intricately technical matters still agreeably readable.

Sir Edmund starts out on a project that seems at first glance unlikely enough: he proposes to consider the Five Ways of St. Thomas Aquinas in the light of contemporary physics. The Five Ways are five arguments for the existence of God, which take as their starting-point the material world. Perhaps mystics and materialists alike will look down their noses at consideration of such arguments, as many of them have looked down their noses at St. Thomas; yet there will be many others who know well enough that St. Thomas has been little damaged by such strabismic contemplation. More important, there are many hopeful but ill-informed men and women for whom a reasonable discussion of fundamental matters is vital.

St. Thomas based his arguments on Aristotelian physics. To the extent, therefore, that such physics may be essential to the arguments, the arguments cannot be valid. But at the end of Sir Edmund's brief exposition, some of St. Thomas's arguments stand stronger than ever in the light of modern physics. Perhaps some readers will suspect Sir Edmund's semantics, and no doubt some will regard the whole business of starting

off from the world about us to prove the existence of God as a feckless activity; yet for a great many readers there is an amazing amount of learning and wisdom in Sir Edmund's little book, all devoted to a cause that concerns all men.

Often enough a reviewer finds it undesirable to outline the argument of a book: here it is impossible. The argument is so compact, the writing is so economical, that the book itself is hardly more than a full outline of the argument presented. Yet quite aside from the principal thesis, the defence of certain Thomist arguments, there is an abundance of wisdom and information in the book.

For instance, when we say that St. Thomas based his arguments on Aristotelian physics, which is no longer valid, most readers will hardly understand what that means. Sir Edmund, therefore, presents a brief account of the physical notions of Aristotle that are material to the arguments of St. Thomas; and from them he proceeds to a brief exposition of subsequent theories, winding up with one of the most amazingly intelligible accounts of modern physics that a nonmathematical reader might hope for. That in itself is no mean accomplishment, but it is not all.

Sir Edmund also makes clear the necessary relationship between physics and metaphysics, and shows what has been lost throughout the centuries by the failure of physicists and metaphysicians alike to appreciate that relationship. That again is worth the book in itself. In connection with his discussion of such matters, Sir Edmund shows what many readers have probably wondered about: why nobody minded what Copernicus wrote, or objected to it for seventy-three years; and then Churchmen and philosophers descended with all their weight on Galileo. The word *causality* has been often used by physical scientists and philosophers, but seldom, apparently, with the same meaning in mind, and almost never by philosophers with the meaning in mind that is understood by physicists.

Sir Edmund shows that there is much semantic confusion to clear up, but he also shows, what some people may doubt, that it is worth while clearing it up. Moreover, he shows what mathematicians have done and can do. And he gives what to most readers will be a startling argument for the actuality of what may be called the Creation.

The God of whom St. Thomas wrote, and who is adumbrated in Sir Edmund's book, is no God of fables and tracts. He is rather a God who will compel the admiration even of readers who think they are not interested. Likewise, the very brief history of the intellectual struggle of man to comprehend him is an invigorating account, and a hopeful account.

Whatever objections may be raised to it, and whatever arguments may be used against it, Sir Edmund's book is an important stimulant to further

thought. It is hard to imagine a more vigorous encouragement to education, institutional and personal.

Meyer, Adolph E., *The Development of Education in the Twentieth Century*, New York: Prentice-Hall, Inc., 1949. Pp. 609.

Perhaps no other educator in America could be more logically expected to undertake the task of presenting *The Development of Education in the Twentieth Century* than Dr. Meyer. His own contributions to a considerable part of his era have distinguished him as one who can stand apart and view the passing scene in an objective manner. Much of the value of this book lies in the author's keen and discriminative evaluation of the multitude of elements which contend for places in any treatise on educational development in these most recent fifty years—years which have produced the greatest number and variety of approaches to our educational problems.

And what is the central theme of our educational efforts since 1900? Have we not faced the herculean task of evolving an educational philosophy capable of keeping pace with the most rapidly evolving society in the history of civilization? Where to begin, what influences to recognize, which of the many leading contributors to include, how to evaluate the roles of the many conflicting theories, how to balance the ebb and flow of national pressures—these are some of the questions facing an author as he undertakes to picture the development of education in recent times.

Naturally, Dr. Meyer was influenced by his long career as a teacher of educational history and philosophy. He rightly sensed the need to give the inquiring student an overview of earlier developments which comprise the roots of the current problem. In the sifting of this vast literature he particularly reveals his keen sense of values, realizing, from his long experience as a teacher, what elements, personalities, theories and movements must be brought forward to build in the mind of the undergraduate student a balanced perspective from which his continued study and investigation may most naturally proceed. The rich documentation and the comprehensive bibliography are items of unusual interest to the graduate student who is ready for more penetrating study.

Perhaps the most outstanding value of the book, however, lies in the interesting and inviting manner in which the student is not only led to appreciate the immensity of the unsolved educational problems of today—and tomorrow—but also the challenge which grows out of Dr. Meyer's itemization and description of recent developments. It is in such areas as international education, intercultural education, the youth movement, workers' education, adult education, and curriculum building that he

challenges the reader to further investigation and planning.

The Development of Education in the Twentieth Century is well designed for use as a basic textbook. In these days of a rapidly expanding literature in this field this book will challenge the interest of the college instructor seeking a compact, inclusive presentation of the problem. It merits its liberal use in this manner.

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Bergstraesser, Arnold, *Goethe's Image of Man and Society*, Chicago: Henry Regnery Company, 1949. Pp. xiv + 361.

Professor Bergstraesser may not have intended it, but his book is essentially an original and provocative discussion of Goethe's views on education. It will puzzle and very likely annoy those for whom the art of schoolmastering is either a science or a device for adjusting young people to the world currently about them. Since very few Americans any longer read *Wilhelm Meister* or the books which it has inspired—notably Hermann Hesse's *Glasperlenspiel*, which recently won the Nobel Prize for its author—Bergstraesser's essay in interpretation is no easy task. But though he is cautious, subtle, and sometimes unnecessarily recondite, he will be found to have done as much to demonstrate the significance of Goethe's thought for us of the present time as any recent commentator.

Goethe's view of life is rooted in what Bergstraesser calls an "organic" philosophy. This means that man is not a quantity of something posited in an array of quantities, but a being who ought to fit into a pattern of Being. Perhaps one might say he is a tree planted in the garden of the Cosmos, having need of light and rain and roots. These are not pleasure-pain manifestations alone. The human world is compounded of Spirit and experience, and man's task is to make a synthesis of both. If he concentrates on the second only he will develop onesidedly what Goethe calls his "intellect," which may be rather poorly defined here as the faculty of adjustment. But if he seizes the whole of his opportunity man will also decide to rely upon "reason," by which Goethe means the faculty which affords insight into the meaning of life as a whole. Bergstraesser comments on this differentiation with remarkable skill. It may sometimes be objected that he assumes a knowledge of early German philosophy which few any longer possess, but on the whole he is lucid as well as scholarly.

Goethe's views therefore have a certain affinity with those of Rousseau, but whereas the Geneva thinker contented himself with a distinction between intellect and feeling, Goethe is incomparably more profound,

significant, and poetic. "Reason" is of necessity religious since it is concerned with Spirit. This concern is, however, not sentimental but in the deepest sense ethical and rational. At this point Bergstraesser very effectively stresses the great poet's concern with "time" and "tradition." Time is that within the confines of which man must reach his fruition, if he is to do so at all, and he succeeds only at rare "moments" when his response to an intuition of truth or beauty is nearly perfect. Therefore culture, or civilization, is the remembrance of just such moments in past history. One's own moment of complete self-realization is thus associated with others in the continuity of human experience. It follows that education is creativity plus a reverent awareness of tradition.

To Goethe the great "moments" of history seemed religious in character. He was a Christian though in no sense orthodox, and one might call his views "anthroposophic." Bergstraesser fails, I think, to place this term in an adequate historical setting, though his comment is pertinent and judicious. It is to Schelling's doctrine of reverent intuition that one may perhaps turn as a point of departure. Christ is the supreme human "moment" because His experience of Spirit was most complete and overwhelming. Nevertheless nothing indicates that for Goethe the Redeemer stood outside the confines of human history. If one were to compare him with Paul Claudel, who is also, though not formally, of Schelling's school, one would see that Goethe's theology is not a necessary consequence of his philosophic position but is rather contingent upon the time and place in which he lived. In other words, Goethe's belief that reverence is an educational goal is separable from his "anthroposophic" views. That belief is compatible with any pedagogical concept not exclusively bound up with relativism.

As a thinker about education, the German poet is therefore surprisingly modern. He does not hold that man is intrinsically good and that all the educator need do is to make it possible for virtue to gush forth. Nor does he suppose that school is over when man has swallowed a certain number of pellets of information. What he says is that a youth having reverence, a zest for experience and the guidance of the past will be educated in the true sense if the note he strikes in his own life fits into the score of life as a whole. Goethe is neither a rebel nor an arch conservative, neither an individualist nor a devotee of collectivism. He thinks rather that culture will truly flower when the Ego has become receptive to Everything.

Bergstraesser's book is, I think, a masterly exposition of these views. If it is read as it deserves to be it will greatly enrich our thinking about the guidance of youth. Nothing would be more deplorable than that it should be set aside as difficult, or esoteric, or even Teutonic. With two

other recent books about Goethe—Barker Fairley's and Karl Vietor's—it can help to make the Bicentennial more than a formality.

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Committee on Student Personnel Work, E. G. Williams, Chairman, *The Student Personnel Point of View*, Washington, D.C.: American Council on Education, 1949. Pp. 20.

Because of the rapid development and increased emphasis on centralized student personnel work, this interpretation of the philosophy and current practices in the field is timely. Although many of us are convinced that the most valuable personnel counseling is that given by the teacher or administrator whose advice is sought by the student because of admiration and respect for abilities and conduct, there are many functions, especially in a large college or university, that can be handled best by trained personnel workers in a co-ordinated program. The Committee makes suggestions, based on experience, for the administrative organization necessary to conduct such a program.

E. T.

Hogben, Lancelot, *From Cave Painting to Comic Strip*, New York: Chanticleer Press, 1949. Pp. 287.

Lancelot Hogben is something of a trial to his contemporaries, especially in the academic field. He has not only made mathematics and science intelligible to the layman willing to do some thinking, but he has made the best-seller market doing it. He is by trade a biologist and medical statistician, but he has collaborated on a book about language, and has invented *Interglossa*, an auxiliary international language that is not a mere bewilderment. He has written a book about a completely impromptu journey around the world, and he has written essays on all sorts of subjects. Furthermore, he is an entertaining and successful lecturer. Now he presents a history of human communications during some twenty thousand years.

From Cave Painting to Comic Strip is, to begin with, a book that almost any one would be apt to pick up and look into, if only because the jacket is so appealing. Once picked up, the book stays picked up, for it has entrancing illustrations, two hundred and thirty of them. Adults and children alike (this is written from experience) look at the book, and then look through it. The black-and-white reproductions would be a credit to any text; the color plates are extraordinary. A reader who only skims,

looking at the pictures and reading the captions, learns a good deal and has a fine time, even if he never reads a word of Hogben's text.

It would be a mistake to ignore the text, however. The author has scored in presenting a book so attractive and so beautifully illustrated; but he has also scored in making another fairly technical subject both interesting and stimulating. For the book is more than a history: it is also an earnest (but never tedious) presentation of the needs of the present generation to improve the means of communication, and of methods for doing so.

Presumably the cave artists who painted the animals so long ago in dark caves had some sort of magical results in mind. Magic, as the author points out, is not, or was not at any rate, what we often think it is: it was rather a means of getting what one wanted through an identification of object with symbol. How much human thought has been perverted by such notions is clear in the book; but much more is clear. Many of the earliest pictorial representations in various continents were of a magical nature, and sought to perfect some sort of communication.

Magic entered also into calendar-making; but with time the astronomers and others busy with calendars began to contribute much more valuable information by means of their symbols. So did those who employed sign-writing, once a secret of a jealous but powerful minority. It took a long time for sign-writing to develop into alphabets; and in some countries no alphabet as yet exists. More and more, however, the world has adopted alphabets, for the very good reason that people need them.

The needs of people who are doing business, making or trying to make money, buying and selling, have been all-important in the development of one form of communication, the quantitative. As long as mathematics was more or less an intellectual grace of a few cloistered and impractical men, such an elementary method as that of giving symbols positional value, and such an elementary symbol as zero, escaped the attention of the scholars. But when merchants had to compute rapidly, positional value and zero were at once accepted from India, and mathematics had a chance to develop.

The arts of printing and illustration, too, developed because they were needed. How that development took place, and how far it has gone, both text and pictures in Hogben's book make clear—and fascinating.

Printing, however, accomplished one result that was not anticipated, and that handicaps us today: it stopped the development of languages pretty much where they were when they got into print. Before people read and wrote, languages changed fast and fundamentally; now the only changes of importance are additions to vocabulary. In consequence we are faced with the problem of having almost all our affairs significant

throughout the world, and of having no language in which to express them that is universally intelligible.

A language that is auxiliary to all languages now used, learned and understood throughout the world, is a device that we need, immediately and badly. Hogben has already made his contribution in *Interglossa*; but in *From Cave Painting to Comic Strip* he shows that another device is almost equally valuable. That is pictures. Like the cave paintings, pictures are understood everywhere, even by those who cannot read.

Such a device as Isotype, for instance, can convey information with a minimum of effort to the observer, and almost without language of words. Our figures and other mathematical symbols already partake of the nature of picture-writing: the symbol "2" is understood everywhere, however it may be pronounced; and it always means 2.

If we can adopt an auxiliary universal language, Hogben thinks, and support it consistently with visual aids of a non-linguistic sort, we can overcome many of the obstacles that make our progress slow today. His argument is convincing; but how far we shall get in employing a universal invented language is still a question.

Such a brief review of the Hogben thesis sounds dry enough. If one reads the book, however, one will find a good deal besides mere demonstration and argument. The author has opinions on all sorts of subjects, from lawyers to Wonder Woman, and he always expresses them spicily and amusingly. Even lawyers and comics-addicts might laugh at themselves when Hogben has his say.

There is wisdom in *From Cave Painting to Comic Strip*, and there is wit. If the author has his pet crotchets, why not? We are not half so entertaining about our own! Here is a book good to read.

Then it is good fun to go back through the pictures again, and talk about them with others, especially with the children. It is gratifying to look back through the text, too, and catch bits of wit and wisdom that one missed at first reading. In fact, it seems as though it would be a very good idea to chain the book to one's desk, like a hand-printed book of old: one's best friend is sure to want to borrow it—and then farewell book!

Henderson, Archibald, *The Campus of the First State University*, Chapel Hill: University of North Carolina Press, 1949. Pp. 412.

This story of the physical development of the first state university is written by Archibald Henderson, Kenan Professor of Mathematics at the University of North Carolina and well-known biographer of Bernard Shaw.

It is the biography of a campus, its buildings, its trees, and its red

clay, a "chronological display of dissolving films traversing a century and a half." Such a biography naturally will be of great interest to the alumni of this school. The book also will be valuable reading for those interested in campus design and the problem of architectural conformity. The complexities offered by time, not only as it affects architectural tastes, but also as it relates to the efficiency of university buildings whose original uses must be expanded or altered, is well treated.

One cannot depict the form of campus development, however, without also dwelling on the spirit behind this development. The book, therefore, has other facets. Ruggedly portrayed is a struggle against poverty. For the first eighty years of its existence, the university received only \$17,000 in appropriations from the state. There were but few alumni, and most of these were not wealthy. Higher education as a function of the state was not, as yet, too well accepted. Still the school survived to become one of the largest and most important on the Atlantic seaboard by the time of the Civil War.

There always is a struggle for state universities to maintain relative academic freedom, and there has been no exception here. During the years, an intense citizenry often has branded the university a "hot bed" for unpopular movements. Directly after ratification of the constitution, it was called a "hot bed of federalism." Before the Civil War the "hot bed" had changed to secessionism or at times unionism. Later it became infidelity, and the more recent echoes of communism have hardly died away. And yet those who know Chapel Hill know well that this freedom has survived.

The book is one of great contrasts. One sees in the beginning the effort of a few determined men to make higher education in the state succeed. These men had risked their lives for their young democracy, and they had given their energies and their ideas in the formation of a federal constitution for its government. To them its success demanded adequate education for the public and a source for good leaders. That their state university should provide such a source, they gave of their own money and land, and they obtained more from their friends. Their school did survive and flourish. One cannot but feel with these early trustees and teachers the deep responsibility to democracy that a state university possesses. As one contrasts this struggle with the more recent years and the almost explosive growth of a large and beautiful campus brought about by funds from a beneficent federal government, responsive legislatures, and interested friends, he finds himself referring repeatedly in memory to the original founders and their ideals. One also finds that Mr. Henderson's elaborate praise for the architecture of the two new swimming pools, the innumerable tennis courts, and the massive foot-

ball stadium strikes a somewhat discordant note. Is this a trend, or is it an accident of the times? What does it mean in terms of the future of campus development at Chapel Hill?

Mr. Henderson has handled his story with emotion, yet gently and lightly. At the same time it is well documented but not so much as to prevent it from being good reading.

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Intergroup Relations in Teaching Materials, Washington: American Council on Education, 1949. Pp. 231.

This volume does not contain a list of textbooks approved for use in classes, but it does provide valuable guidance to those interested in developing an effective content for the teaching of intergroup relations, stressing the need for influencing behavior in accordance with fundamental democratic concepts. Published as the report of the Committee on the Study of Teaching Materials in Intergroup Relations under the chairmanship of James L. Hanley, the study of the materials and writing of the report was a group effort by the committee's staff, directed by Howard E. Wilson.

Part I deals with fundamental assumptions, methods, and criteria relevant to the study. The writers stress (1) that groups are important in determining the personal growth and outlook of their members, (2) that "conditions of living in the United States now require of us a new and more sensitive adjustment of intergroup relations," and (3) that educational institutions "have responsibility for direct effort toward the improvement of intergroup relations."

In pursuing its task, the Committee undertakes to answer three questions:

1. "What do these teaching materials now present to pupils, directly or by implication, about groups and intergroup relations in American life?"
2. "How good or how bad is the treatment accorded selected topics which are pertinent to intergroup relations as judged by its accuracy, adequacy, and impact in the development of understanding and mutual respect?"
3. "What constructive suggestions may be made to the authors, publishers, and users of textbooks and courses of study?"

In answering these questions, the report is valuable primarily because it points out to the teacher the concepts and points of view which are necessary and significant in this area. While, for example, it stresses the

need for an objective view of the term "race" and illustrates different uses of the term, it does not relieve the teacher of responsibility for making his own study of the term and its applications in a course.

Part II asserts:

1. A fundamental principle in intergroup relations is that respect for individual worth and dignity are basic. Involved here are the teaching of the relation of physical, psychological, and social factors which condition personal growth, and study of the legal safeguards of human worth.
2. Students must become conscious of "the group organization and structure of a democratic society."

In Part III we find:

1. The analysis of the treatment in textbooks of major ethnic, racial, and religious groups is seen as an "index of the author's actual concepts of social structure so far as groups are concerned." The questions raised in this section relate to the use of terms such as "race" and the tendency toward stereotyping adjectives such as "shiftless" or "swarming."
2. The knowledge of techniques of social action in intergroup relations is an important aspect of education in this field. This criterion is concerned with whether or not students have a chance to consider (a) the nature and extent of prejudice, (b) the kinds and consequences of discrimination and scapegoating, and (c) techniques of co-operation.

Part IV is a concluding chapter applying the above criteria to a special group of introductory social science courses at the college level.

While the writing in the book reveals the difficulties involved in making a group responsible for it, this is a minor point. Its strength lies in the aid that it gives the teacher who is interested in selecting learning experiences which will help to produce the changes in student behavior in the area of intergroup relations which are consistent with our democratic goals.

The Committee and its Staff are to be commended for their excellent survey and appraisal of this field. But as they point out, it is not enough to place good materials in the hands of students; only from study of the teaching-learning situation can it be discovered whether the desired changes have taken place.

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In the Journals

J. A. A.

The September, 1949, issue of *The Annals of the American Academy of Political and Social Science* is devoted mainly to educational discussion. Entitled "Critical Issues and Trends in American Education," it presents 166 pages of articles by distinguished American educators and other writers beginning with a discussion of education and the present world order by Dr. George F. Zook, President of the American Council, and ending with an article written by Roy E. Larsen, president of Time, Inc., entitled "A Citizen Looks at His Schools."

The scope of this timely material is so wide and the contributions are of such critical importance that it is a matter of regret that each article cannot be here reviewed fully enough to give the essence of its real meaning. About all we can do is to present the titles and authors with some comment and some quotations from each. The whole issue will be, or should be, read with great interest by school people everywhere. It gives one a sense of the direction in which education in this country is moving, with enough historical background to make the movement clearly perceptible. There are enormous tasks ahead, but hearing these men tell about them brings reassurance that education in America is probably in good hands.

Dr. Zook makes a plea for UNESCO, the international agency whose business it is to promote educational, cultural, and scientific co-operation among its member countries. "Russia and most of her satellite countries are not members of UNESCO. To the physical and economic difficulties has been added the arbitrary refusal of the Soviet bloc to permit freedom of communication in all media of information. If one did not have deep faith based on the debacle of all such attempts in the past, the world would indeed be a divided world with no promise of world order through understanding.

"Yet one can certainly count on the universal urge for learning so evident at present the world over. One can also rely on the certainty that information will permeate any Iron Curtain. And one can point with pride to the important beginnings which education broadly conceived has already made to world understanding. What has been well begun by UNESCO and by voluntary international educational organizations will surely, though somewhat slowly, triumph in the end."

Education in a Democracy is discussed by Dr. Harold Benjamin of the

University of Maryland, who tells about the early doubts and difficulties which assailed the American people when they first established public secondary schools.

How May Schools Further Democracy? is the title of Dr. Harold Alberty's article. Dr. Alberty is professor of education at the Ohio State University. His concluding paragraphs may well be quoted here: "Can schools promote democracy? The answer is clear. We now know enough about the true meaning of democracy, about the dynamic psychology of learning, about the way the democratic process functions in the classroom, about reorganizing the curriculum in terms of individual and community problems, about effective methods of appraising and recording student progress toward democratic goals, to transform our public school system.

"Dotted all over the land are 'pilot' schools that are pointing the way. Can these gains be extended? Again the answer is clear. We can change our school system into a dynamic agency for maintaining and strengthening democracy if the professional educator and the public join hands in the co-operative enterprise of building solidly upon the firm foundations which are already laid."

Functions of Government in Educational Control is the contribution of two Pennsylvania men, Dr. Lee O. Garber and Dr. William B. Castetter. Their discussion traces the history of federal relations with public education in America. Not mentioned in the constitution, education is traditionally a state function. "Although it may be said that we have no real Federal policy toward education, the Federal Government is engaged in educational activities on a much wider scale than most people realize. The report of the National Advisory Committee on Education, in 1933, pointed out that while the states are responsible for providing systems of public education within their own borders, the Federal Government has consistently co-operated with them." This report lists six fields in which the Federal Government has definitely assumed responsibility for education."

Under *Organization of the Educational System* Dr. Theodore L. Reller of the University of California discusses organization at the state, local and national levels. There is a wide variety in practices in the various states and one problem common to many of them is the result of failure to effect desirable changes. "It might conceivably be argued that one of the most critical issues in organization is the failure to effect desirable change in it. The issue is, How can change in organization be effected at a desirable rate and in a desirable direction?"

Nine pertinent questions at the state level are presented, seven at the local level and four at the international level. UNESCO, thinks Dr. Reller, is not generally seen by educators as having a direct relationship

to the system of education in our society. "It is something else rather than the top rung of the educational organization. Perhaps it is too early to expect a true world organization of education. It is not, however, too early to be facing the issue and to be thinking through ways of meeting it."

Leadership in Education is discussed by Dr. D. J. Rose of North Carolina, a surgeon, farmer and banker. Dr. Rose says that "Leadership in democracy lies crystal clear in the minds of our professional educators. This is not fantastic or idealistic. It is real, and therefore becomes an intriguing challenge."

Financing Public Education is now 60.5% from property taxes and the remainder from other tax sources, say Dr. Walter D. Cocking of the board of editors of the American School Publishing Corporation, and Dr. Edgar L. Morphet of the School Finance section of the Office of Education. "A major task confronting legislatures and officials is a restudy and revision of state taxation. In most of the states, present taxing systems have evolved from a system based upon an economy quite different from the present one. Most of the taxation systems in the states were originally based on an agrarian economy. There were good reasons. Industries were small and relatively few; wealth was not concentrated in a few areas; personal services were few and brought small economic return. Few products were severed from the soil. Property in the form of land was the one tangible form of wealth that states looked to for revenue purposes."

Federal Aid for Education is presented by Dr. William C. Reavis of the University of Chicago. Dr. Reavis says that "The professional organizations which are sponsoring the pending Federal aid legislation are not asking for a general handout of Federal money. They want each state to carry its fair share of the cost of public schools in order to receive assistance from Federal funds, and the proposed legislation so provides. It is the best measure yet devised to solve the educational problem which has confronted the Federal Government from its beginning."

The Significance of Accreditation by Dr. A. J. Brumbaugh of the American Council on Education may well be summarized by his concluding statement, "1. Viewed historically, accreditation has generally been regarded as a valuable means of informing the public about the standing of secondary schools, colleges, and professional schools; of aiding administrators in improving their educational programs; and of promoting educational experimentation and institutional self-evaluation. 2. The benefits to education derived from accreditation justify the continuation of accrediting practices in some form. 3. In the field of higher education the multiplication of accrediting agencies, each formulating its own standards, has given rise to intolerable demands on colleges and universities

and to duplication and conflicts among the agencies themselves. 4. Remedies for this untenable situation are being sought by improving the accrediting process through greater emphasis on qualitative rather than quantitative criteria, by efforts to control the growth and activities of accrediting bodies, and by efforts to co-ordinate and simplify the accrediting activities of the various agencies."

Social Change in the United States is taking place in almost every phase of American culture, some with great rapidity, says Dr. James H. S. Bossard of the University of Pennsylvania. "The educational functions of the family today center not around the giving of formal instruction but around effecting a smoothly working co-operation with the various educational agencies promoting the development and welfare of the child. Recent personality studies crown the family anew with importance in the formation of the child's personality, thus opening the door to intriguing vistas in the technique of parenthood."

Population Change in the United States. This article, accompanied by four population charts, was prepared by Dr. Newton Edwards of Chicago. School people are vitally interested in what has been happening to the birthrate in the United States, which showed a steady decline up to 1947, when more babies were born than in any previous year in our history. Whether this is a trend or merely a fluctuation it is impossible to say, but the crest is already striking the elementary grades, by 1955 it will be swelling high school enrollments and a few years later the colleges. "High school enrollments may be expected to decline until 1951, turn sharply upward after 1956, and be about 30 per cent greater in 1960 than in 1947. Soon after 1960, however, the crest will have swept over the high schools and on into the colleges.

"Attendance at college is much less influenced by population trends than is attendance at the lower levels. The percentage of young people attending college is relatively small, and any marked increase in this percentage might well more than offset any shrinkage in the reservoir of youth from which colleges draw their students. . . ."

The declining death rate will increase the need of adult education, says Dr. Edwards.

The Evolving and Expanding Common School, since its birth in 1647 has become the largest public enterprise of the American people, writes Dr. Edgar W. Knight of Chapel Hill, North Carolina. "Sixty per cent of the American population 25 years of age in 1944 had only an eighth-grade education or less. Fourteen percent had less than fifth grade, 29 percent had attended high school, and 10 percent had had some experience in college. But the educational level greatly varied among the states. Sixty-eight to 74 percent of the adults in Alabama, Arkansas, Georgia, and Tennessee had never attended high school or college, while the cor-

responding figures for Massachusetts, Utah, Washington, and Wyoming were 40 to 50 percent."

Dr. Knight points out the shortage of elementary teachers as a very pressing and persistent issue.

Education of the Young Child is the topic discussed by Dr. Willard C. Olson of the University of Michigan. Echoing what Dr. Knight said in the foregoing paper, Dr. Olson points out the need of more elementary teachers. In his summary he says that "The record crop of young children produces not only immediate crises in housing and professional personnel, but also a renewed enthusiasm and interest in both the long-time strategy and the day-to-day techniques for child rearing. At both home and school, the child encounters at the best a philosophy and practice which begins where he is and helps him to grow. Thus there is a new sensitivity to the social and emotional as well as the physical and intellectual needs of childhood. Augmented programs for the preparation of workers, for dissemination, and for research will be required to meet current problems in the education of the young child."

Education of All Youth for Life Adjustment is a more important task for educators than preparing them for college, says Dr. Harl R. Douglass of the University of Colorado. "It is becoming rather generally recognized that preparation for college is not at all effectively done by election of what used to be thought of as college preparatory subjects. There remains the question of how, then, one can best prepare for college. It is coming to be believed by increasing numbers of educators not only that preparation for college is a worthy objective, but that it is best done by development in various subjects, wherever the opportunity may present itself, of certain types of educational outcomes of which the following are of considerable importance: the development of (1) a relatively large and precise vocabulary; (2) skill in the use of many books, periodicals, and the library in general; (3) ability to express oneself fluently and precisely in oral and in written language; (4) study habits and skills, particularly those centering around problem solving, rapid reading, careful reading, and note taking; (5) a high degree of computational ability in arithmetic and the simpler aspects of algebra; and, perhaps as important as any, (6) the development, preservation, and expansion of strong and stable interests in the various fields of experience such as public affairs, science and technology, and creative arts."

New Frontiers in Higher Education is the contribution of Dr. Ordway Tead of the Board of Higher Education of New York City. World War II had a profound effect on American education, which can never be the same again. ". . . There is a nation-wide disposition which never before existed to face up to and acknowledge inadequacies and failures of long duration and considerable intensity. . . . It seems to me that there is a

general disposition among educators and informed citizens for a fresh attack upon and exploration of new frontiers in every area. . . ."

These needed changes have been brought about by enlarged enrollments, diversification of student bodies, and the need of new teaching methods and admissions policies. Other areas suggested include the new community college, the need of more adequate financial support, federal aid at least in impoverished areas, public scholarships, and an appraisal of educational outcomes.

"Love of size and bigness is a notorious American weakness. Our unconquered frontier in higher education is how to improve quality at the same time that the inevitable augmentations in size of enrollments go on."

Dr. Paul Essert of Columbia University discusses *Adult Education in the United States*. This has become an increasingly important function of public education. "Adult education in the United States has ceased to be only a privilege or a grant; it has become essential to the life of all citizens."

Dr. Edward G. Olsen of the Washington State Office of Public Relations gives several significant illustrations of the *Co-ordinating of Community Educational Services*. "This emerging community school conceives of education as a community-wide responsibility which cannot be left to the school alone. It believes, moreover, that the school has a primary obligation to lead the community in co-operative planning and evaluation of school policy and program."

A Democratic Society Needs Professional Teachers, and *Society's Responsibility for Teacher Welfare* are two contributions made by Dr. W. Earl Armstrong of the Federal Office of Education and Dr. Laurence D. Haskew of the University of Texas. These articles deal with the problems of the professional status of teachers and the current shortage of teachers in the elementary field.

The Profession Looks at Itself, by Dr. T. D. Martin of Washington, D.C., points out that "Teaching may realize its potentialities if the teachers of our country will learn the importance of organized co-operation and the techniques of group action; if they will attack enthusiastically, both individually and as an organized group, the problems with which their profession is confronted; and if they will learn to compromise, not on fundamental principles but on minor matters, when compromise is necessary in order to achieve progress. Our professional organizations offer unlimited opportunity for individual participation and group action. Through these a real profession of teaching can be—and is being—built."

A Citizen Looks at His Schools was written by Roy E. Larsen, president of Time Inc. He thinks that "This nation's great public school system is in serious trouble. It is underhoused, underfinanced, and understaffed. Its standards and goals are too frequently confused and inadequate. Conse-

quently our public schools are confronted with what can only be described as a crisis—a crisis shared, in one degree or another, by even the best public schools. Or, to phrase it yet another way, American boys and girls in the public schools—who presently will be American men and women—are in grave danger of being 'sold short'.

"Because our public education is grained into our whole American way of life, this crisis of the schools is pregnant with deep troubles for the nation. Unless our public schools are improved, their shortcomings threaten the inward strength of our democracy and, ultimately, our power to survive with freedom in a world that will be divided for a long time to come."

The responsibility, says Mr. Larsen, lies with the communities, which are the basic units in our free public school system. He tells of community activities, sponsored by lay citizens, which are doing effective work in school building, among them the National Citizens Commission, a new but rapidly growing organization which is making its influence felt. Mr. Larsen closes with the statement that in his opinion ". . . we are about to see a great national citizens' movement for public education—a movement which will find its expression in thousands of individual communities throughout the land. In such a movement our public schools will triumph over their present crisis, and achieve unprecedented goals. In such a movement the people of America will be rewarded with that deep sense of personal enrichment that comes in helping to create a better community and a better nation."

San Francisco. For those fortunate registrars and admissions officers who have time to do outside reading and are planning to go to San Francisco for the national convention next April, the professional reading editor recommends the book, "San Francisco", one of the American Guide series published in 1947 by Hastings House, Inc. First printed in 1940 and revised in 1947, it starts with a history of San Francisco from the arrival of the first settlers in 1776, through the Spanish and mission periods, the gold rush, the Yankee invasion, statehood, and on up to the present. It tells an interesting and authoritative story and describes in brief outline the points of interest that one should see on a visit to the bay region. No one could see all of them, but this book will help any visitor make a good selection.

There are about a hundred rotogravure illustrations and eleven maps. For the reader who has time but for a review of the history of this area, the six-page chronology will do it for him; for the more leisurely, there is a selected reading list of a hundred titles. If the book is not in your library, it may be obtained from the publishers, Hastings House of New York.

In the Mail

J. A. A.

Career Conferences. The Department of Vocational Education of the State of Nebraska has issued a handbook of suggestions on how to conduct career conferences in high schools in that state. Developed out of the co-operative effort of students, teachers, business and professional men, and representatives of the state university, it is intended as a guide to schools wishing to enlist the help of the business and professional men of the community in guiding students in the choice of an occupation. In order to find out what fields students wish to know about, a questionnaire is first issued, the results tabulated, and speakers recruited. From this point on the various steps in holding the conference are outlined, including forms for tabulating the results and an evaluation follow-up.

Quite aside from the obvious benefit to the students, there must result an added interest in the schools on the part of the citizens who have had a part in helping these young people in the choice of an occupation. This 40 page booklet is distributed free to Nebraska schools and may be obtained at one dollar a copy from the State Department of Vocational Education at Lincoln.

The Polycultural Institution of America began its 1949 winter term on September 15. According to its catalog the Institute is a non-political, non-sectarian, co-educational, gift-supported school for higher learning in the fields of anthropology and linguistics which was first opened in 1945 as the School of Slavic Languages.

"One of the consequences of World War II has been a rising interest on the part of both our people and our government in the languages and cultures of other peoples. To satisfy this growing interest fifteen more languages have been added to the list of the nine Slavic languages originally offered, and, in 1947, the name of the school was changed to Institute of Slavic and East-European Studies, abbreviated as ISEES." . . . "The rapid development of world events and their impact on American thought have urged ISEES to a further broadening of its fields of activities, with a consequent addition of twenty-eight more languages and civilizations of the Eurasian continent to the Institute's curriculum. . . ."

"The purpose of PIA remains similar to that of ISEES; to render a national service by educating and training a limited number of Americans in the civilizations and languages of the world. The purpose of PIA is, however, wider in scope and reciprocity. The courses in American language and culture that were added to the curriculum in 1948, indicate the intent of the Institution to educate and train both aliens and foreign-born American citizens in the civilization and language of the United States. . . ."

Reported to Us

A. H. P.

Colleges and Universities

A new handbook on the preparation of research papers has been adopted as a required text for the freshmen of Barnard College.

Bowdoin College awarded nearly \$23,000 in pre-matriculation scholarships to 35 students entering school this fall.

The first graduate school of industrial administration in the country has been opened on an experimental basis at Carnegie Institute of Technology. The school was founded by a \$6,000,000 gift from the W. L. and May T. Mellon Foundation.

Carroll College has inaugurated a new student health, accident, and hospitalization insurance plan including the premium payment with the student's regular tuition and fees payment. The cost to each student is \$5 a semester.

A survey conducted at the University of Cincinnati reports that more than half a million students, one fifth of the nation's total registration in higher institutions, are enrolled in evening divisions. The report states that 75 per cent of the country's urban higher institutions offer evening classes, and that all indications point to an expansion of evening units.

The City College School of Business and Civic Administration has expanded the work-study programs by establishing the Co-operative Retail Training Program. In this program students are placed in 30 department stores and 25 buying offices. More than 150 leading business firms co-operate with the school in providing practical work for undergraduate students.

Course critique evaluations, based on answers by both students and faculty, have been gathered into a booklet and are distributed to incoming freshmen at Colby College.

Columbia University offers courses in 33 languages.

Academic or scholastic probation has been abolished by the faculty of Cornell College (Iowa). In its place was established a system of close supervision and counseling.

A new scale raises to a maximum of \$7,500 the value of awards in Cornell University's National Scholarship Program. Most of the scholarships, however, will continue on the basis of tuition and \$600 a year. A course in "College Teaching," designed for the new college teacher, is being offered for the first time by the School of Education. Cornell University offers a new 4-year course of study leading to the degree of Bachelor of Science in Land Planning in place of the 5-year course in landscape architecture, which will be discontinued. An electronically-equipped Modern Language Laboratory designed to make foreign languages easier to teach and easier to learn has been opened. The laboratory is based on Gray Audiograph dictating machines especially adapted for the project.

The Davidson College calendar includes a holiday between semesters to give students and faculty a necessary rest between examinations and the beginning of the spring semester.

All Duke University juniors must take the Junior Remedial English Examination. Those who fail the test will be required to take a course in remedial English.

All physical education courses at Grinnell College in which it is possible to teach men and women at the same time will have mixed registration.

With the admission of women to the Law School of Harvard University next year, all branches of higher scholarship in the University are now open to women. A survey of medical requirements made by Dr. John T. Edsall reveals that more than three-fourths of the medical schools urged the broadest training possible with only the basic minimum of courses in the sciences.

Howard College (Alabama) has added a reading laboratory for the training of all students. The average improvement in reading of all students trained thus far is slightly more than 50 per cent.

Illinois Wesleyan University now requires a C-average for all work after the opening of the semester or term in which the student begins his last 90 hours before graduation.

The University of Illinois has rescinded its emergency progressive admissions plan and will admit students on the same basis it did before the war. Residents of Illinois may come in with 15 units of satisfactory credit from secondary schools. Non-residents must rank in the upper half of their high school graduating class so far as grades are concerned for admission as freshmen.

Lafayette College has a new School of International Affairs designed to prepare students for diplomatic service and for graduate study in history and international affairs.

State Teachers College, Farmville, Virginia, founded in 1884, has been renamed Longwood College.

A full-time evening program leading to the degree, Bachelor of Science in Business Administration, is offered at Marquette University. Students may fulfill requirements for the degree in a minimum of five years of night classes.

Three units of the Reserve Officers' Training Corps—infantry, transportation, and signal corps—have been dropped by the University of Maryland, and only the Air ROTC will be retained. The University of Maryland has 8 educational centers in Germany for men in the service with a total of 1,812 students enrolled.

Pomona College (California) and Wesleyan University (Connecticut) have joined the Massachusetts Institute of Technology in its plan for combined liberal arts and technological study. Fourteen liberal arts colleges are now co-operating in the plan, which was jointly established in 1936.

The Kresge Foundation has granted the University of Michigan a \$3,000,000 gift for medical school expansion.

The University of Minnesota is planning an 18-month course in home management and practical nursing to meet the need for nursing throughout the state, particularly in rural areas.

New London Junior College has established a "job discussion clinic" for graduates of its secretarial program.

Members of a new course in the School of Education of New York University, "College Tours for Counselors and Parents," will receive first-

hand knowledge in the field of pre-college guidance. The program includes visits to college campuses throughout the metropolitan area and in several neighboring states to observe facilities and to talk with admissions officers. The tours are open to any interested college graduate as well as counselors and parents.

Northeastern University has established an evening Institute of Nations—a special certificate program of integrated courses in economics and in geopolitical and cultural studies—designed to give a better understanding of United States policy in world affairs.

The University of Notre Dame has received a grant of \$69,000 from the Rockefeller Foundation to promote on the campus the study of international relations.

Oberlin College grants a Certificate of American Studies to foreign students studying on the graduate level, who complete a prescribed program of 16 hours of courses having some relation to American life, institutions, and culture. A Certificate of General Studies is awarded to foreign students who do not desire to take the program in American Studies.

An annual survey conducted by Dr. William S. Guthrie, Junior Dean, Ohio State University, reports that in 1949 a total of 88,810 applications were received from 24,000 to 29,000 students for 5,864 freshmen openings at seventy of the nation's 78 medical schools. Applications for admission to 36 reporting colleges of dentistry totaled 21,381 compared to 2,748 openings. In veterinary medicine 3,277 applications were filed for 858 openings in 17 reporting schools.

Authorization of a three-year trial period for an examination honor system at Ohio Wesleyan University follows two years of research, study, and recommendations by the Student Curriculum Committee.

Changes of plan in scheduling final examinations, by offering some final examinations by classes rather than groups will be tried at Oregon State College.

Pennsylvania State College has established a Division of Intermediate Registration to offer new opportunities to students who under previous regulations would have been dropped for poor scholarship.

Forty per cent of the entering freshmen are registered for student aid in the form of scholarships, loans, or job opportunities at Princeton University.

St. Joseph's College has introduced a system of comprehensive examinations in the student's major field. The writing of a baccalaureate essay will no longer be required of all students.

Stevens Institute of Technology has established a plan by which every student contributes 50 cents per semester to an accident insurance fund for the benefit of athletes engaged in intercollegiate competition.

Widespread student use of the newly developed Writing Laboratory has increased the effectiveness of the Communications Skills program at Stephens College and has led to the adoption of the Laboratory as a regular offering of the Communications Division, and as an additional special counseling and clinical service offered by the College.

The State University of New York issues a bi-monthly "University Newsletter," to keep the public advised as to the developments in the establishing of the 33 units of the new University.

Surveys at Syracuse University show that students read more, study more, and discuss more in the experimental classes in which the traditional role of the professor in the classroom has been discarded.

The Community College of Temple University is offering a comprehensive two-year course in library science, leading to the degree, Associate in Arts, which will qualify students for the post of library technician or of senior library clerk.

The new admissions policy at Washington and Jefferson College permits consideration of application for admission on the basis of their secondary school certificates.

Washington and Lee University began its third century this fall. An expanded scholarship aid program accompanied a \$100 increase in tuition. An independent work major in liberal arts, and a senior integrative course on "American Thought and Civilization" were included in academic changes.

The Student Loan Fund association committee at the University of Wyoming has reduced the interest rate on student loans from six per cent per annum to three per cent.

Yale University has made available to the public a series of "packaged" language courses based on wartime teaching developments. The courses

include printed texts and between 11 and 12 hours of recorded speech. Courses in Chinese and French are available, and plans are under way for similar courses in Russian, Korean, and other languages.

Reports from Associations, Organizations, and Government Departments

Seventeen colleges and universities have added Air ROTC units to their offerings bringing to 127 the number of educational institutions conducting Air ROTC training in the United States and Hawaii.

The Committee on Faculty Salaries of the American Society for Engineering Education reports salaries being paid to teachers in professional schools of engineering, architecture, business, law, and dentistry, as well as comparisons of the salaries paid to engineering teachers with those earned by engineers in nonteaching employment.

The college admissions study recently completed by the American Council on Education reveals interesting facts about the success of gaining admission to college by applicants of differing religious backgrounds.

The American Institute of Steel Construction will award 10 annual competitive scholarships of \$1,000 each in American colleges and technical schools.

The Association of Land Grant Colleges and Universities has sent a petition to Congress for the strengthening of the ROTC. The Association is also interested in the establishment of a permanent national commission on accrediting.

The Educational Testing Service has a new series of tests for college students, designed to help deans and admissions officers to "predict the success in later college years of students who have completed some of their undergraduate studies."*

Twelve colleges of the Eastern Pennsylvania Intercollegiate Theater and Radio Conference have formed an intercollegiate theatrical organization with Wilkes College serving as the center for the collection of intercollegiate theatrical information.

A group of 125 American students are studying in British universities under the Fulbright Act. The group was chosen from over 2,000 who applied for awards to study in the United Kingdom.

* See editorial, p. 312.

Regional Associations

MISSISSIPPI REGISTRARS ASSOCIATION

The Mississippi Registrars Association met in the Robert E. Lee Hotel, Jackson, March 17, 1949, with twenty-two members present.

Dr. A. J. Lawrence of the University of Mississippi presided.

The following officers for 1949-50 were elected: J. O. Carson, Meridian Municipal Junior College, President; E. S. Wallace, Millsaps College, Vice-President; Annie McBride, Belhaven College, Secretary-Treasurer.

The program was as follows:

Admissions and Records in the Registrar's Office

William F. Adams—Dean of Admissions, University of Alabama

The Registrar's Office As I See It

R. F. Thomason—Dean of Admissions, University of Tennessee
Forum—Conducted by Ben Hilbun, Mississippi State College

ANNIE MCBRIDE, *Secretary*

WEST VIRGINIA ASSOCIATION OF COLLEGIATE REGISTRARS

The annual meeting of the West Virginia Association of Collegiate Registrars was held in the Stonewall Jackson Hotel, Clarksburg, West Virginia, on Thursday and Friday, October 13-14, 1949. The meeting was planned around a series of panel discussions, after each of which opportunity was given for general discussion.

Thursday morning a panel consisting of E. W. Browne, Registrar of Bluefield State College; Mary C. Bayles, Assistant Registrar of West Virginia University; and Fred Miller, Registrar of Davis and Elkins College discussed the topic "Scholastic Probation." Considerable interest in the topic was shown as evidenced by the wide participation in the general discussion which followed the panel presentation.

Following this discussion, Alta L. Van Horn, Registrar of Salem College, gave a report on the National Convention held at Columbus, Ohio.

The afternoon session featured a panel discussing the topic, "Recruiting of High School Students for College Through a Co-operative Guidance Program." Those on the panel were Luther E. Bledsoe, Registrar of Marshall College; A. V. G. Upton, Superintendent of Harrison County Schools; Z. A. Clark, Principal of Morgantown Junior High School; and W. C. Whaley, Principal of Fairmont East High School.

For the evening session, the group traveled to the State 4-H Camp at Jackson's Mill and enjoyed a banquet served in the camp dining hall. Following the banquet, William C. Smyser, Registrar of Miami University of

Ohio, and Editor of *College and University*, gave a talk on the topic, "Times Out of Joint."

Friday morning a panel discussed grading systems, centering the discussion around the system used at Whitman College in the state of Washington. Those on the panel were: F. E. Thornton, Registrar of West Virginia Institute of Technology; Michael Posey, Registrar of Glenville State College; and Daniel P. Lincoln, Registrar of West Virginia State College. As a result of this discussion, a committee was designated to make a careful study of the present grading systems used in the state with the view of establishing a satisfactory uniform grading system for West Virginia.

The following officers were elected for the year 1949-50: President, Lyle E. Herod, West Virginia University; Vice-President, L. Marie White, Marshall College; and Secretary-Treasurer, E. W. Browne, Bluefield State College.

LYLE E. HEROD, *Secretary*

ASSOCIATION OF OHIO COLLEGE REGISTRARS

The twenty-fourth annual meeting of the Association of Ohio College Registrars was held October 20 and 21 at the Anthony Wayne Hotel in Hamilton and on the campuses of Western College and Miami University in Oxford. Fifty-nine members and guests were in attendance.

The morning meeting at the Anthony Wayne was addressed by Edward J. Downer, Western Reserve University, who reported on the Second National Conference for UNESCO, and by Francis J. Colligan of the U. S. Department of State, who spoke on "International Exchange of Students—the Fulbright and Smith-Mundt Acts." Following this meeting the convention adjourned to Oxford for a luncheon at Western College and an afternoon Round Table session under the chairmanship of Ronald B. Thompson of Ohio State. In the late afternoon the members were the guests of Miami University at a tea in South Hall. Dean Helen W. Hobart of Western College spoke at the luncheon and President Ernest H. Hahne of Miami at the tea.

The annual dinner was held at the Anthony Wayne. Music was provided by the Miami Faculty String Quartette, and the speaker of the evening was the Hon. Charles P. Taft of Cincinnati, who spoke on "Education and Religion."

The Friday morning session comprised a Question Box, under the chairmanship of Allen C. Conger, of Ohio Wesleyan, and a business meeting. Officers elected for the ensuing year were: President, Helen Burgoyne, University of Cincinnati; Vice-President, John Bunn, Bowling Green State University; and Secretary-Treasurer, P. P. Buchanan, Youngstown College.

The convention closed with a luncheon, followed by an address on

"A Mission to Japan" by President Raymond Walters of the University of Cincinnati.

KENTUCKY ASSOCIATION OF COLLEGIATE REGISTRARS

The Kentucky Association of Collegiate Registrars met at the University of Kentucky on October 27 with a luncheon and afternoon meeting. 43 members were present. Dr. Maurice Seay, Dean of the University and President of the Association, presided.

Dr. Edwin Marx, Professor of Religion and Philosophy at Transylvania College, spoke on "International Affairs in the Far East". He emphasized that if we are to help China it must be done on an unselfish basis and not because of what we would gain.

Dr. Lee Sproules, Registrar of the University of Kentucky reported on a study he had made of Trends in Admission to see if colleges are more or less liberal than they were fifteen years ago.

Mr. J. Foley Snyder, Registrar of Georgetown College, then conducted a question box. Since time did not permit the answering of all the questions sent to Mr. Snyder, a motion was made that a committee, with Mr. Snyder as chairman, make a written report on these questions. Seconded and carried.

The following officers were elected: President, Mr. John Houchens, University of Louisville; Vice-President, Mr. A. M. Shelton, Lindsay Wilson Junior College; Secretary-Treasurer, Pearl Anderson, Transylvania College.

PEARL ANDERSON, *Secretary*

ILLINOIS ASSOCIATION OF COLLEGIATE REGISTRARS

The twenty-seventh meeting of the Illinois Association of Collegiate Registrars was held October 27-28, 1949, at the Custer Hotel, Galesburg, Illinois. Fifty-four delegates were in attendance.

The first session was called to order at 2:15 P.M. by Dr. Rothwell Stephens, Registrar, Knox College.

After a welcome by Dr. Sharvy Umbeck, President, Knox College, Dr. Hermann Muelder, Knox College, presented a paper on "A Program in Freshman Orientation". This was followed by "Future Development of Junior College Program in Illinois" by Mr. Hal O. Hall, Superintendent of Belleville Township High School and Junior College.

Mr. Garner E. Hubbell, Dean of Men, The Principia College, spoke on "College Adjustments after the Veterans Leave".

Mr. George P. Tuttle, Director of Admissions and Records, University of Illinois, gave an interesting appraisal of the 1949 Convention of the American Association of Collegiate Registrars and Admissions Officers.

Mr. H. E. Temmer, Examiner and Recorder, University of Illinois, presented a paper on "Student Enrollments in the Colleges and Universities in Illinois".

After the afternoon session, the Association was entertained with a tea in the Alumni Room, Knox College.

The evening session was convened at 7:00 P.M. by Mr. D. A. Grossman, Examiner, University of Illinois, who acted as Toastmaster.

Miss Katherine George, Registrar, College of Liberal Arts, Northwestern University, introduced members who were attending the Illinois Association of College Registrars' convention for the first time.

Mr. Ralph McWhinnie, President, American Association of Collegiate Registrars and Admissions Officers, and Registrar, University of Wyoming, presented an inspiring paper called "Service in our Business, or, We don't want to Set the World on Fire".

This was followed by our Dinner speaker, Dr. C. S. Boucher, Lecturer in American Civilization, Knox College. Dr Boucher spoke on the subject of "Higher Education of Yesteryear".

Professor Williams, Knox College, accompanied by Mrs. Williams, presented several songs.

The morning session was called to order by Miss Katherine George, Vice-President, Illinois Association of Collegiate Registrars, at 9:00 A.M.

Miss Marjorie Shank, Registrar, Southern Illinois University, led the discussion forum.

The business meeting was presided over by Mr. D. A. Grossman.

The following officers were elected: President, Katherine George, Northwestern University; Vice-President, George R. Moon, University of Illinois, School of Medicine; Treasurer, Mildred Hunt, Illinois Wesleyan (for two years to fulfill the unexpired term of Mr. Templin).

HAROLD E. TEMMER, *Secretary*

NEW ENGLAND ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

On October 29, 1949, the second annual meeting of the New England Association of Collegiate Registrars was held at Boston University, Boston, Massachusetts. Following a short business meeting at which it was voted to add the words "and Admissions Officers" to the official name, the members of the Association became students again. At a miniature machine registration under the direction of Clifton Mountain, Director of Statistical Research Services at Boston University, they were duly preregistered, advised, and processed.

Luncheon at the Commons with Doris P. Chandler, Tufts College as Chairman, provided a welcome interlude. Then, well fortified and nourished, these ardent students began work in their elective courses in Prob-

lems. Four courses, held simultaneously, were as follows: Junior Colleges (Chairman, Mary W. Blatchford, Lasell Junior College); Colleges of Liberal Arts and Teachers Colleges (Chairman, Jordan R. Scobie, Middlebury College); Professional Schools and Universities (Chairman, Margaret K. Gonyea, Simmons College); and Admissions Offices (Chairman, Donald L. Oliver, Boston University). A required education course followed under the leadership of James A. Gannett (University of Maine)—one of his famous Question Boxes.

After a brief hour for renewing friendships and further "shop talk" the members reconvened for dinner in the Charles Hayden Memorial Hall, receiving on the way their rather questionable and surprising grades for the afternoon courses. Robert H. Kroepsch, University of Vermont, in his own inimitable manner, presided as toastmaster. He presented the "professors" of the afternoon courses; Dr. Daniel L. Marsh, President of Boston University, who brought greetings; Dr. Jacobus Cluysenaer, holder of the UNESCO Scholarship who had been the guest of the Association and who delighted everyone with his comments; and finally the speaker of the evening, Francis Keppel, Dean of the Harvard Graduate School of Education. Dean Keppel gave the Association a new name—"An Association of Academic Handymen"—and proceeded to explain and analyze it to the interest and pleasure of his listeners.

The officers elected for 1949-1950 were Jordan R. Scobie (Middlebury College), President; Margaret K. Gonyea (Simmons College), Vice-President; Katherine H. Peugh (Connecticut College), Secretary; William Jewett (Brown University), Treasurer; and Katherine E. Hilliker (Boston University), Regional Delegate.

KATHERINE E. HILLIKER, *Regional Delegate*

VIRGINIA ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

The twentieth annual meeting of the Virginia Association of Collegiate Registrars and Admissions Officers was held in the John Marshall Hotel, Richmond, Virginia, Monday, November 7, 1949. There were thirty-two representatives from twenty-five institutions present.

Mr. Julius F. Prufer, President, called the meeting to order and welcomed the group.

Miss Clarice Slusher of Virginia Polytechnic Institute gave a report on the meeting of the American Association of Collegiate Registrars and Admissions Officers which was held in Columbus, Ohio, at the Neil House, April, 1949.

The proposed Constitution was presented by Miss Marguerite Hillhouse, Mary Baldwin College. It was adopted as read.

There was a short intermission when coffee was served.

Dr. H. Sherman Oberly, President of Roanoke College, was the principal speaker. His topic was "The Use of College Board Tests."

The afternoon session opened with a business meeting.

A paper on *Freshman Examinations as Enrollment Guides* was read by Miss Helen A. Monsell of Richmond College. Time was given for discussion of this paper.

Mr. James E. McCoy, Bluefield College, led the discussion of the unsigned topics which had been sent in.

The following officers were elected for the 1949-1950 year: President, Jeanette Boone, Sweet Briar College; Vice-President, Louis C. Guenther, Mary Washington College of the University of Virginia; Secretary-Treasurer, Marguerite Carter, Stratford College.

MARGUERITE CARTER, *Secretary*

American Association of Collegiate Registrars and Admissions Officers

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Membership

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Budget

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The President-Elect

UNESCO

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Enock Dyrness, Wheaton College, Illinois

Co-operation with Division of Higher Education

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Constitution and By-Laws

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Validation of Diplomas

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True E. Pettengill, University of Minnesota
S. W. Canada, University of Missouri

Nominations

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Gretchen Happ, The Principia
Fred L. Kerr, University of Arkansas
D. T. Ordeman, Oregon State College
G. P. Tuttle, University of Illinois
R. F. Thomason, Alternate, University of Tennessee

Resolutions

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Ray C. Maul, Kansas State Teachers College
C. R. Maxam, Butler University

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 Clarice Slusher, Virginia Polytechnic Institute
 William C. Smyser, Miami University
 William E. Kratt, Menlo School and Junior College

Regional Associations

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 Chicago—George Moon, School of Medicine, University of Illinois, Chicago
 Colorado-Wyoming—William V. Burger, Colorado School of Mines, Golden
 Illinois—Elsie Brenneman, Illinois State Normal University, Normal
 Indiana—Charles E. Harrell, Indiana University, Bloomington
 Kansas—Worth A. Fletcher, University of Wichita, Wichita
 Kentucky—Cleo Gillis Hester, Murray State College, Murray
 Michigan—David Trout, Central Michigan College of Education, Mt. Pleasant
 Middle States—Mrs. Mary B. J. Lehn, Hunter College of City of New York,
 New York
 New England States—Katherine E. Hilliker, Boston University, Boston 16
 North Carolina—W. L. Mayer, North Carolina State College, Raleigh
 Ohio—Allen C. Conger, Ohio Wesleyan University, Delaware
 Oklahoma—L. E. Solomon, Oklahoma Baptist University, Shawnee
 Pacific Coast—Florence N. Brady, Occidental College, Los Angeles
 South Carolina—John G. Kelley, Winthrop College, Rock Hill
 Southern—W. H. Vaughan, George Peabody College for Teachers, Nashville, Tenn.
 Tennessee—Hugh T. Ramsey, Lincoln Memorial University, Harrogate
 Texas—Max Fichtenbaum, University of Texas, Austin
 Upper Midwest—Roy W. Bixler, Drake University, Des Moines, Iowa
 Utah—Lee R. Thompson, Snow College, Ephraim
 Virginia—Annie C. Whiteside, Randolph-Macon Woman's College, Lynchburg
 West Virginia—Luther Bledsoe, Marshall College, Huntington
 Wisconsin—Bessie M. Weirick, Beloit College, Beloit

CONVENTION COMMITTEE

General Committee

H. Donald Winbigler, General Chairman, Stanford University
 John A. Anderson, Pasadena City College
 Florence N. Brady, Occidental College
 Mary Jane Learnard, San Francisco City College
 J. Pearce Mitchell, Stanford University
 D. T. Ordeman, Oregon State College
 Hermann A. Spindt, University of California
 Ethlyn Toner, University of Washington
 Florence Vance, San Francisco State College
 Joe H. West, San Jose State College

Banquet

Mary Jane Learnard, Chairman, San Francisco City College
Jerry H. Clark, University of California, Santa Barbara
Howard W. Patmore, University of Southern California
Carmelita B. Stanley, University of California, Los Angeles

Convention News

(See also "Publicity and Press Relationships")

Howard B. Shontz, Chairman, University of California, Davis
Paul Buchholz, Golden Gate College
John L. Russell, Menlo School and Junior College

Exhibits

Edward T. Downer, Chairman, Western Reserve University
David P. Arata, University of Santa Clara
William J. Dillon, University of San Francisco
E. Vincent O'Brien, Fordham University
Willard E. Nudd, Case Institute of Technology

Hospitality and Introductions

Florence N. Brady, Chairman, Occidental College
John A. Anderson, Pasadena City College
Beatrix Bakker, Univ. of Calif., Berkeley
Ethlyn Toner (Chairman, Reception Committee), University of Washington
Joe H. West (Chairman, Tours Committee), San Jose State College

Housing Committee

J. Pearce Mitchell, Chairman, Stanford University
Martha E. Burrill, San Mateo Junior College
Mary C. Walker, Mills College

Publicity and Press Relationships

(See also "Convention News")

Douglas V. McClane, Chairman, Whitman College
Michael J. Brickley, Sacramento Junior College
Edgar L. Lazier, University of California, Los Angeles
William E. Kratt, Menlo School and Junior College

Reception

(Chairman is ex officio member of "Hospitality & Introductions")

Ethlyn Toner, Chairman, University of Washington
Grace W. Donnan, Marin Junior College
Margaret Maple, Pomona College
William C. Pomeroy, University of California, Los Angeles

Regional Luncheons

D. T. Ordeman, Chairman, Oregon State College
Helen Fawcett, Vallejo College
Robert S. Linton, Michigan State College

Registration

Florence Vance, Chairman, San Francisco State College
Eva Blackwell, Oregon State College
Don D. DuSault, University of Idaho

Tours and Sight-Seeing

(Chairman is ex officio member of "Hospitality & Introductions")

Joe H. West, Chairman, San Jose State College
Alfred H. Grommon, Stanford University
Thomas J. Twomey, St. Mary's College

Workshops

Ronald B. Thompson, Chairman, Ohio State University
Clifford L. Constance, University of Oregon
Ellen Deering, College of the Pacific
Claude Simpson, State College of Washington
Hermann A. Spindt, University of California, Berkeley

"ON TO SAN FRANCISCO" COMMITTEE

Ernest C. Miller, Chairman, University of Chicago
Enock C. Dyrness, Wheaton College
Carrie Mae Probst, Goucher College

The Committee on Resolutions of the A.A.C.R.A.O. would appreciate receiving suggested topics on which resolutions for action might be prepared for presentation to the members in attendance at the coming convention. The members of the committee and their addresses are: Miss Alice Smith, Registrar, University of Omaha, Omaha, Nebraska; Mr. Ray C. Maul, Dean and Registrar, Kansas State Teachers College, Emporia, Kansas; Mr. C. R. Maxam, Registrar and Director of Admissions, Butler University, Indianapolis, Indiana; Mr. Maurice J. Murphy, Registrar, Duquesne University, Pittsburgh, Pennsylvania; Mr. W. H. Bell, Registrar, Utah State Agricultural College, Logan, Utah, Chairman. Your suggestions may be conveyed to your nearest neighbor or acquaintance who is on the committee or to the chairman.

"On to San Francisco"

Transportation Facilities

THE "On to San Francisco" Committee wishes to remind you that its members are prepared to give you information and service with respect to transportation facilities available for your trip to San Francisco. The number of inquiries and requests for information received by the committee has been increasing. It is suggested that members of the Eastern States who desire further information concerning transportation facilities write to Miss Carrie Mae Probst, 698 Gladstone Avenue, Baltimore 10, Maryland, and that members in other geographical sections of the United States and members in Canada who desire such information write to Mr. Enock C. Dyrness, Registrar of Wheaton College, Wheaton, Illinois, or to the Chairman of the "On to San Francisco" Committee. The transportation plans for the American Association of Collegiate Registrars and Admissions Officers to our annual meeting in San Francisco, California, remain the same as described in the bulletin which appeared in the October issue of COLLEGE AND UNIVERSITY. Please note, however, that the convention program begins on Monday, April 17, and closes on Friday, April 21. Since many of our members will be passing through Chicago en route to the convention city, and will want to join other members traveling together, your committee has arranged to set aside coach and pullman space on our designated train, the California Zephyr, on the following schedule:

Going

Lv. Chicago, Burlington Route, 3:30 P.M., Friday, April 14.

Ar. San Francisco, Western Pacific, 4:50 P.M., Sunday, April 16.

Return

Lv. San Francisco, Western Pacific, 9:00 A.M., Saturday, April 22.

Ar. Chicago, Burlington Route, 1:30 P.M., Monday, April 24.

For those desiring diverse routes, stop-overs, or side trips, the railroad will be glad to assign available space in one direction on the California Zephyr, and arrange for reservations in the opposite direction. The routing, without extra railroad fare, is very flexible. For example, those who are not interested in group travel may be routed outward via Los Angeles, or via Seattle, without extra railroad fare and, on the return trip, via Los Angeles, or via Seattle without extra railroad fare, or even via Vancouver at a small additional charge.

Your committee suggests that requests for space on both the going and the return trip be sent in early. The members who wish to send their requests for space on the California Zephyr directly to our Passenger Representative, should address Mr. A. M. Abhalter, Burlington Route, Room 711, 105 W. Adams Street, Chicago 3, Illinois. Those members, coming from the East to Chicago, who wish to send their requests for space on our designated train, the New Columbian, directly to our Passenger Representative, should address Miss Matilda F. Brundick of the Baltimore and Ohio R.R. in Baltimore, Maryland. Those who wish to travel by plane may send requests for space to our representative, Mr. M. M. Mathews, Convention Sales, United Air Lines Building, Chicago 38, Illinois.

When writing to any of these representatives, please call attention to the fact that you are going to the annual meeting of the American Association of Collegiate Registrars and Admissions Officers. This will assure a reservation for you on our designated carrier, provided your request is sent in early.

Those who wish to make requests for information on other routes should address a member of your committee. As previously indicated, we are prepared to give information and service with respect to transportation facilities along *any* route on *any* line. In this connection we have arranged to send information concerning transportation facilities in Southern States to the members who live in the South.

It has been suggested that the officers of the regional associations plan to have their members travel in groups to the convention city. Some of the regional associations are already making plans for group travel. Your committee is prepared to send information and suggestions concerning transportation facilities to the officers of the regional associations which are planning group travel. These officers should feel free to request the "On to San Francisco" Committee for such information. This committee expects to keep in close touch with the Chairman of the Committee on Regional Associations for direction toward developing plans for promoting the convention within the various regional associations.

We are eager to be of service.

ERNEST C. MILLER, Chairman
"On to San Francisco" Committee,
University of Chicago,
Chicago 37, Illinois

Directory of Regional Associations

(Changes should be reported promptly to the Regional Associations Editor)

ALABAMA COLLEGIATE REGISTRARS ASSOCIATION

President, Virginia Hendrick, Alabama College, Montevallo
Secretary, Madelyn Hale, Birmingham-Southern College, Birmingham

ARKANSAS ASSOCIATION OF REGISTRARS

President, Baird V. Keister, Arkansas State College, Jonesboro
Secretary, Frances Crawford, Ouachita College, Arkadelphia

CHICAGO CONFERENCE OF COLLEGIATE REGISTRARS

President, Oscar Olson, North Park College, 3225 West Foster Avenue,
Chicago 25
Secretary, Catherine Grant, Sheil School of Social Studies, 31 East Congress,
Chicago

COLORADO-WYOMING ASSOCIATION OF COLLEGIATE REGISTRARS

President, Ralph Prator, University of Colorado, Boulder
Secretary, Mrs. Rose Rider, Colorado Women's College, Denver

ILLINOIS ASSOCIATION OF COLLEGIATE REGISTRARS

President, Katherine George, Northwestern University, Evanston
Secretary, Harold E. Temmer, Chicago Undergraduate Division, University of
Illinois, Chicago

ASSOCIATION OF INDIANA COLLEGE REGISTRARS

President, Mrs. Ruth Deming, Butler University, Indianapolis
Secretary, J. G. Lee, Rose Polytechnic Institute, Terre Haute

KANSAS ASSOCIATION OF COLLEGIATE REGISTRARS

President, Worth A. Fletcher, Municipal University, Wichita 14
Secretary, Virginia Jennings, Ottawa University, Ottawa

KENTUCKY ASSOCIATION OF COLLEGE REGISTRARS

President, John Houchens, University of Louisville
Secretary, Pearl Anderson, Transylvania College, Lexington

LOUISIANA ASSOCIATION OF COLLEGIATE REGISTRARS

Inactive.

MICHIGAN ASSOCIATION OF COLLEGIATE REGISTRARS

President, David Trout, Central Michigan College of Education, Mt. Pleasant
Secretary, Muriel Parsell, Flint Junior College, Flint

MIDDLE STATES ASSOCIATION OF COLLEGIATE REGISTRARS

President, John M. Rhoads, Temple University, Philadelphia, Pennsylvania
Secretary, Maurice J. Murphy, Duquesne University, Pittsburgh, Pennsylvania

MISSISSIPPI ASSOCIATION OF COLLEGE REGISTRARS

President, J. O. Carson, Meridian Municipal College
Secretary, Annie McBride, Belhaven College, Jackson

MISSOURI ASSOCIATION OF COLLEGIATE REGISTRARS

President, C. W. McLane, University of Missouri, Columbia
Secretary, Mrs. Harriet Williams, Christian College, Columbia

NEBRASKA BRANCH AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

Inactive.

NEW ENGLAND STATES ASSOCIATION OF COLLEGIATE REGISTRARS

President, Jordan R. Scobie, Middlebury College, Middlebury, Vermont
 Secretary, Katherine H. Peugh, Connecticut College for Women, New London

NORTH CAROLINA ASSOCIATION OF COLLEGIATE REGISTRARS

President, N. P. Yarborough, High Point College, High Point
 Secretary, Mrs. Scott Boyd, Louisburg College, Louisburg

ASSOCIATION OF OHIO COLLEGE REGISTRARS

President, Helen Burgoyne, University of Cincinnati, Cincinnati
 Secretary, P. P. Buchanan, Youngstown College, Youngstown

OKLAHOMA ASSOCIATION OF COLLEGIATE REGISTRARS

President, George Metzel, University of Tulsa, Tulsa
 Secretary, Virginia Embree, Oklahoma College for Women, Chickasha

PACIFIC COAST ASSOCIATION OF COLLEGIATE REGISTRARS

President, D. T. Ordeman, Oregon State College, Corvallis, Oregon
 Secretary, Edwin C. Walter, Pacific Union College, Angwin, California

SOUTH CAROLINA ASSOCIATION OF COLLEGIATE REGISTRARS

President, James C. Abrams, Newberry College, Newberry
 Secretary, Naomi McCracken, Converse College, Spartanburg

SOUTHERN ASSOCIATION OF COLLEGIATE REGISTRARS

President, Charles W. Edwards, Alabama Polytechnic Institute, Auburn
 Secretary, Maple Moores, University of Kentucky, Lexington, Kentucky

TENNESSEE ASSOCIATION OF COLLEGIATE REGISTRARS

President, Austin W. Smith, Tennessee Polytechnic Institute, Cookeville
 Secretary, Mrs. Nina Rulin, Carson-Newman College, Jefferson City

TEXAS ASSOCIATION OF COLLEGIATE REGISTRARS

President, Alex Dickie, North Texas State Teachers College, Denton
 Secretary, Celeste Kitchen, Lamar College, Beaumont

UPPER MIDWEST ASSOCIATION OF COLLEGE REGISTRARS

President, Marshall Beard, Iowa State Teachers College, Cedar Falls, Iowa
 Secretary, W. M. Nordgaard, North Dakota State School of Science, Wahpeton,
 N.D.

UTAH ASSOCIATION OF COLLEGIATE REGISTRARS

President, J. S. Boughton, Westminster College, Salt Lake City

VIRGINIA ASSOCIATION OF COLLEGIATE REGISTRARS

President, Jeanette Boone, Sweet Briar College, Sweet Briar
 Secretary, Marguerite Carter, Stratford College, Danville

WEST VIRGINIA ASSOCIATION OF COLLEGIATE REGISTRARS

President, Lyle E. Herod, West Virginia University, Morgantown
 Secretary, E. W. Browne, Bluefield State College, Bluefield

WISCONSIN ASSOCIATION OF REGISTRARS

President, Milton Longhorn, State Teachers College, Platteville
 Secretary, Elva L. Boettcher, Ripon College, Ripon

Employment Service

Notices must be accompanied by a remittance in full in favor of *The American Association of Collegiate Registrars and Admissions Officers* and should be sent to the Editor in care of the *Office of the Registrar, Miami University, Oxford, Ohio*.

Notices will be inserted in the order of their receipt.

Rates: For four insertions, limited to not more than fifty words, including the address, four dollars. Additional insertions at the regular rate. Extra space will be charged at the rate of five cents a word.

In making this page available to those seeking personnel and to those seeking employment, the Association expects that at least some reply will be made to all those answering announcements. The Association assumes no obligation as to qualifications of prospective employees or responsibility of employers.

POSITION WANTED: Beginning July, 1949 as Director of Admissions, Registrar, or Adviser by married veteran with three and a half years' post-war experience in Admissions Office of large, prominent Eastern university. Familiar with all phases of admissions and advisory work both domestic and foreign, registrar's procedure, and general university administration. Has Columbia A.B. and A.M. Address MFN, care Editor. (4)

POSITION WANTED: As registrar; B.A., graduate work; eighteen years' secondary school experience, last ten as principal of private school; trained and experienced in journalism and newspaper publicity and also in guidance work; single, 42, no dependents; willing to travel. Write T, care Editor. (4)

POSITION WANTED: Young woman with several years' experience as assistant registrar desires position as registrar or assistant registrar in small college in Southwest. B.Ed. and M.A. degrees. Address CMG, care Editor. (4)

POSITION WANTED: Single young man holding degrees from major University desires appointment as Director of Admissions, Student personnel officer, Public relations director or Registrar in college. Unusual professional experience in large eastern university and smaller colleges. Presently employed in field. Address "XYZ," care Editor. (4)

POSITION WANTED: As Director of Admissions or administrative assistant in registrar's office, larger institution. Now in fourth year as Director of Admissions. Two years experience as Alumni Secretary. Married, 30, Protestant. Prefer northeastern or mid-western U.S. Address "O" care editor. (2)

POSITION WANTED: As registrar or assistant, by lady with 18 years' experience in college administrative offices, including 15 years' registrars' offices; in addition, 4 years' Government service in Government records (Archivist), 1½ years in placement bureau. Business school graduate; B.S. (Peabody College), history and English; M.A. (Univ. of Kentucky), registrar's field and psychology. Address F.T.M., care Editor. (2)

POSITION WANTED: Youthful widow desires position now as Registrar, Recorder, Dean of Admissions or Dean of Liberal Arts in accredited college or university. B.A., (Honor Graduate with average 93%), State Permanent Certificate, M.A., Major English, Minors: Education and French together with 16½ consecutive years of successful experience as registrar in local standard university—also more than five additional years in professional university as registrar, dealing with medical, dental and nursing. Reply I.R.V., care Editor. (2)

POSITION WANTED: As Director of Admissions, Registrar, or Assistant Registrar, by man with considerable experience as principal of large senior high school. Also qualified for Director Placement bureau, B.S. (Kansas State), M.A. (University of Chicago). Graduate Study (Harvard University.) Excellent credentials. Methodist. Address DWM, care Editor. (2)